FLORIDA CENTER *for* READING RESEARCH

FOCUS 2020

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RESEARCH

ATLAS

Accelerating Target Language to Achieve Success

Drs. Christopher Lonigan, Beth Phillips, and Chris Schatschneider were awarded a four year, $3.3 million research grant from the Institute of Education Sciences (IES). The study is designed to examine the timing and dosage of a research-based language intervention for preschool and kindergarten students with weak language skills. More specifically, the goals of are to understand more about which timing and intensity of intervention delivery is the most effective at supporting substantial growth in oral language and comprehension skills for students from backgrounds of poverty and other risk factors. The most important goal is to evaluate the effectiveness of one year of intervention versus two years of intervention.

Participating preschoolers will be screened to determine if they qualify for the intervention. The project design involves randomizing eligible prekindergarten students to either a business-as-usual group that does not receive intervention in either grade, or to one of three conditions in which students receive intervention in prekindergarten and kindergarten, in prekindergarten only, or in kindergarten only. Participating students will be individually assessed at the beginning, middle and end of prekindergarten, then again three times during the kindergarten year, and finally at the end of first grade. The language intervention consists of 72 lessons each lasting approximately 25 minutes. Highly trained and closely supervised project personnel will implement the lessons in small groups (3 – 5), four days a week over the course of 18 – 20 weeks.

ATLAS
Accelerating Target Language to Achieve Success

CONTACTS

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FUNDING AGENCY

Institute of Education Sciences

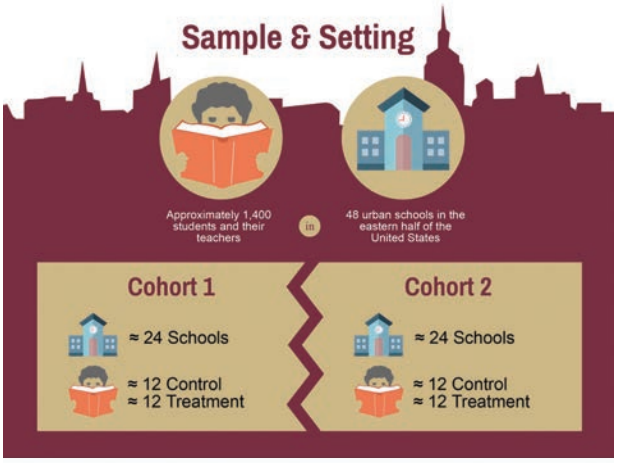
US Department of Education

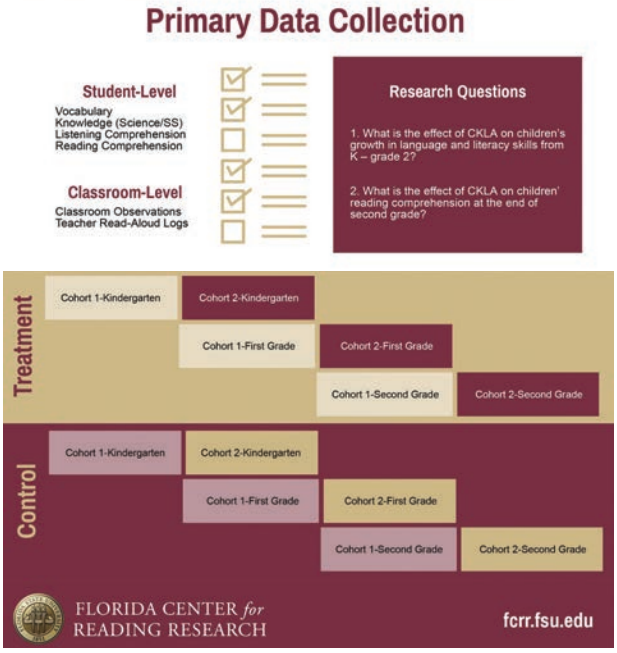
CKLA

Efficacy of the Core Knowledge Language Arts Read Aloud Program in Kindergarten through Second Grade Classrooms

The purpose of this project is to test the efficacy of the Core Knowledge Language Arts: Knowledge Strand read aloud program in kindergarten through second grade classrooms. Many students struggle with reading comprehension in the United States and research has suggested that teachers may foster the development of comprehension by reading aloud to students in primary grade classrooms. However, many teachers are not strategic in choosing texts to read aloud, or they follow curricular programs that do not build coherent knowledge.

CKLA is a fully developed curriculum focused on literature, science, and American and world history. In order to test the efficacy of participation in the CKLA program in improving student achievement outcomes, researcher randomly assigned schools either to receive CKLA or to continue to receive the regular classroom practices already in place. Students in the treatment schools will receive a total of three years of CKLA in kindergarten, first, and second grades. Student achievement outcomes (i.e., vocabulary, listening comprehension, knowledge) will be assessed prior to the intervention in kindergarten and again in the spring of kindergarten, the spring of first grade, and the spring of second grade. Implementation fidelity and comparison group practices will be assessed using classroom observations and teacher reading logs.





PARTNERS

Harvard University

Core Knowledge Foundation

The New Teacher Project

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FUNDERS

Institute of Education Sciences
5 years
(7/1/2016–6/30/2021)
$3.3 million

ELVPK

English Learners Voluntary Prekindergarten

FLORIDA CENTER *for* READING RESEARCH

English Learners
Voluntary Prekindergarten

The Institute of Education Sciences recently announced a four-year grant to the Florida Center for Reading Research to explore effective instructional practices for 4 year-old Spanish-speaking English learners in Florida PreK classrooms. The grant was awarded to Drs. Chris Lonigan (Psychology), Beth Phillips (Education), and Chris Schatschneider (Psychology).

FCRR Director Dr. Don Compton states, "IES continues to recognize the important contributions that Chris makes to our understanding of the role of school readiness in providing the foundations necessary for effective early learning in EL students. His leadership in this area is unparalleled."

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FUNDING AGENCY

Institute of Education Sciences
US Department of Education

FLDRC

Florida Learning Disabilities Research Center

The FLDRC is one of 3 federally funded LDRC projects. The projects are designed to broaden the scientific and practical understanding of learning disabilities and comorbid (co-occurring) conditions. The projects are funded by the National Institute of Health (NIH) through the Eunice Kennedy Shriver National Institute of Child Health and Human Development (NICHD).

Florida State holds the grant for one of the centers. The project – FLDRC includes faculty at Florida State as well as 12 other universities. There are two other centers, one at the University of Colorado and The Texas Center for Learning Disabilities at the University of Houston.

The FLDRC is in its third 5 year cycle of NIH funding. The Center has 6 Projects and 3 Cores. The projects include:

Project 1: Definition, Classification and Risk Prediction

Project 2: Developing Dynamic Forecasting Intervention Algorithms for Children with Severe Literacy Disabilities

Project 3: Understanding Risk for Early Language and Literacy Difficulties in Young Children

Project 4: Reading and Math Co-Development in a Diverse Sample of Twins

Project 5: Co-Development of Skills Associated with Learning Difficulties/Disabilities in Monolingual and Bilingual Children

Project 6: Imaging genetics in SRD: Mega- and Meta-analyses

The cores include an administrative core, an analytics core and an engagement core. To learn more please visit the website **fsuld.org**.

To learn more about the scope of all the LDRCs: **www.nichd.nih.gov/research/supported/ldrc**

FLORIDA LEARNING DISABILITIES RESEARCH CENTER

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FUNDING AGENCY

National Institutes of Health

Eunice Kennedy Shriver National Institute of Child Health and Human Development

NCIL

National Center on Improving Literacy

The National Center on Improving Literacy (NCIL) is a partnership among literacy experts, university researchers, and technical assistance providers, with funding from the United States Department of Education.

Our Mission is to increase access to, and use of, evidence-based approaches to screen, identify, and teach students with literacy-related disabilities, including dyslexia.

National Center on Improving Literacy

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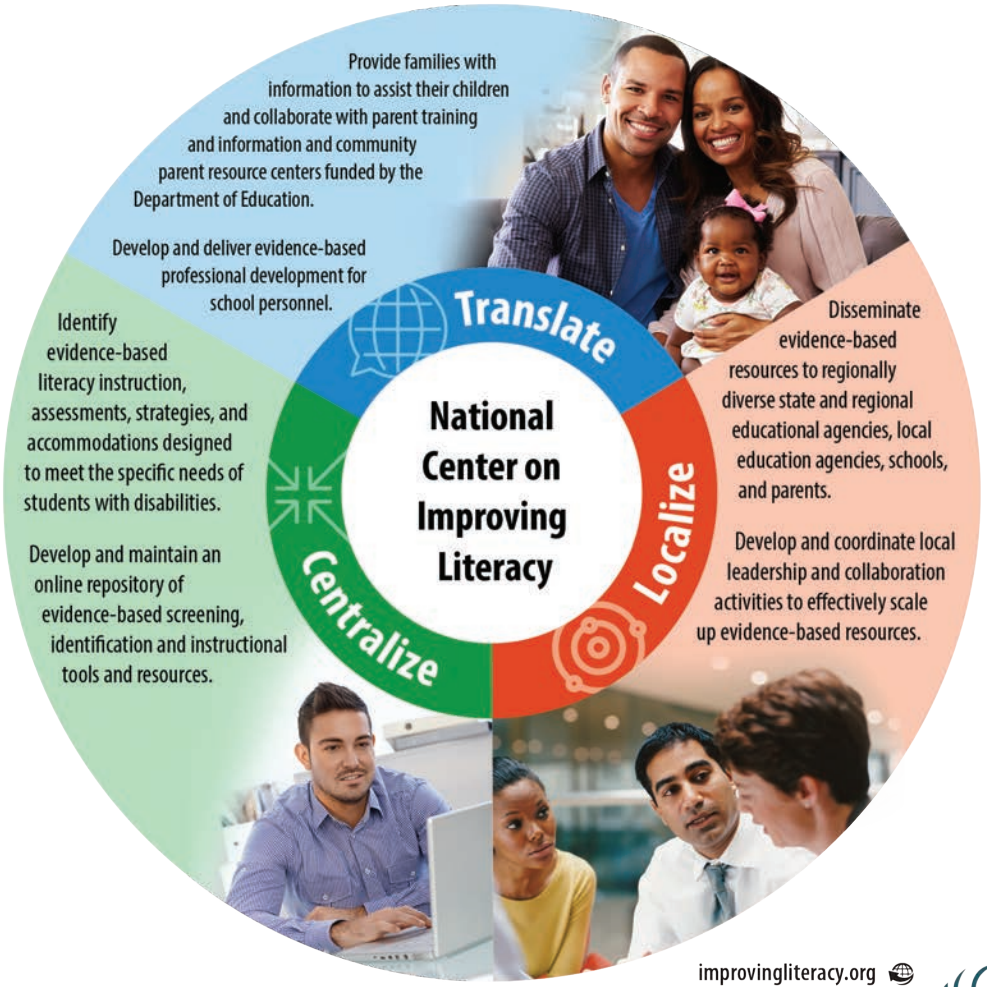
Who Are We?

The **National Center on Improving Literacy** is a partnership between literacy experts, university researchers, and technical assistance providers at the University or Oregon, Florida State University and RMC Research Corporation.

What Do We Hope to Accomplish?

Increase access to, and use of, evidence-based approaches to screen, identify, and instructionally support students with literacy-related disabilities, including dyslexia.

Build individual and organizational capacity to assess students' literacy-related skills, identify students with disabilities or those at risk of disabilities, and fully implement evidence-based literacy-related programs and professional development.



Center Leadership

Dr. Hank Fien, *Director*
Dr. Yaacov Petscher, *Deputy Director*
Sarah Sayko, *Deputy Director*

Funding Agency

U.S. Department of Education
Office of Elementary and Secondary Education
Office of Special Education and Rehabilitative Services

improvingliteracy.org
@NCILiteracy
@improvingliteracy

National Center on Improving Literacy

Project VOICES

Vocabulary, Oral Interactions and Classroom Environments Study

Project VOICES has been designed to assess children's vocabulary and language skills, which are highly influential to their future academic success. This project will involve gathering information through teacher questionnaires, interviews, classroom observations, and individual child assessments that will measure language skills. This data will lead to a better understanding of how the general classroom environment and other classroom instructional activities influence the development of children's language skills.

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RFU

Reading for Understanding

Reading for Understanding is a large project, funded by the Department of Education, Institute of Education Sciences, comprised of more than 10 different research studies focused on how children understand text and how to teach students to better understand what they are reading. By developing assessments and interventions, then implementing them in the classrooms in North Florida and Arizona schools, we are committed to helping improve the strategies children use to understand text. These studies will help us develop better ways to teach reading for understanding; help children learn; and discover what we can do to make sure all children succeed. Plus, RFU at FCRR is part of a larger nationwide effort, also funded by IES, including 5 other centers, all working together to help students comprehend better.

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FUNDING AGENCY

Institute of Education Sciences
US Department of Education

REL Southeast

Regional Educational Laboratory Southeast

REL Souheast is one of ten Regional Educational Laboratories that work in partnership with school districts, state departments of education, and others to use data and research to improve academic outcomes for students. Fundamentally, the mission of the RELs is to provide support for a more evidence-reliant education system.

REL Southeast brings together the critical elements for success: a thorough knowledge of the region's education systems and contexts; a history of responding to the needs of state and local educators within the region; deep understanding of the critical issues to be addressed; and extensive expertise in research, analytical technical support, and dissemination. Our strengths include a strong presence in each state served and long-standing working relationships with state and local educators throughout the region.

REL Southeast is located at Florida State University in Tallahassee, Florida, under the direction of Dr. Barbara Foorman, Francis Eppes Professor of Education and Director Emeritus of the Florida Center for Reading Research. REL Southeast partners with American Institutes for Research (AIR), The William & Ida Friday Institute for Educational Innovation, Instructional Research Group (IRG), Marcia Kosanovich Education, RMC Research Corporation, and RTI to conduct the work for our region.

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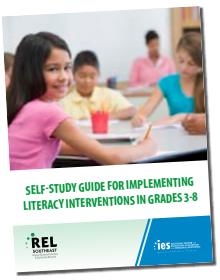
FUNDING AGENCY

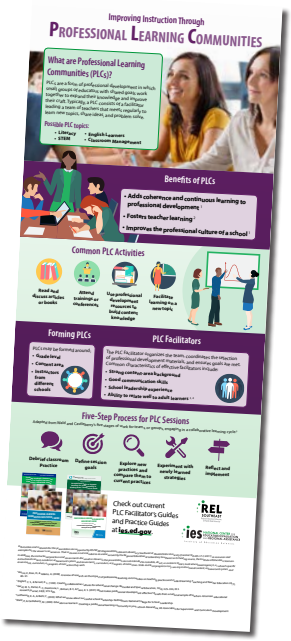
Institute of Education Sciences

US Department of Education

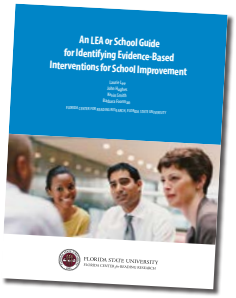
AWARD PERIOD

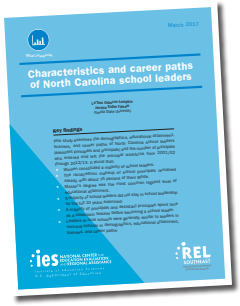
January 3, 2017 – January 2, 2022





REL SOUTHEAST
Regional Educational Laboratory
At Florida State University





VVC

Variable Vowel Collaborative

English spelling is described as quasi-regular, meaning a system in which the relationship between input (i.e., orthography) and output (i.e., phonology) is systematic, but with many inconsistencies (often referred to as exceptions). These inconsistencies often center around the pronunciation of vowels, which can vary as a function of letter position and the neighborhood of surrounding letters. For instance, as children learn to read words with the vowel grapheme "ea," as in head and meat, they will become sensitive to the fact that the final consonant influences the vowel pronunciation such that "ea" is more likely to be pronounced like "head" when it occurs before "d" than when it occurs before other consonants. This is an example of sensitivity to the "consonantal context", that is the influence neighboring consonants have on vowel pronunciation, which is strongly correlated with word reading skill in children. Being able to understand and use the consonantal context to pronounce words is an example of a "context-dependent" phonics relationship.

These "context-dependent" phonics relationships are at the center of the Variable Vowel Collaborative, a new Learning Disabilities Innovation Hub funded by the National Institute of Child Health and Human Development. The goal of the Hub is to help fill in the gaps of our collective knowledge about how young readers acquire these context-dependent sound-to-spelling relationships and why these relationships are easier for some children to acquire than others. The findings from this study will be used to inform word reading instruction and will hopefully lead to better educational practices and offer unique insight into literacy acquisition by children with significant reading difficulties. We will work with students to explore the influence that exposure to different vowel pronunciation ratios in a training corpus of words and different types of word feedback (onset rime or grapheme-phoneme connections) have on subsequent vowel pronunciations embedded within nonwords (e.g, chead).

Variable Vowel COLLABORATIVE

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PARTNERS

Florida Center for Reading Research

Haskins Laboratories

University of Connecticut

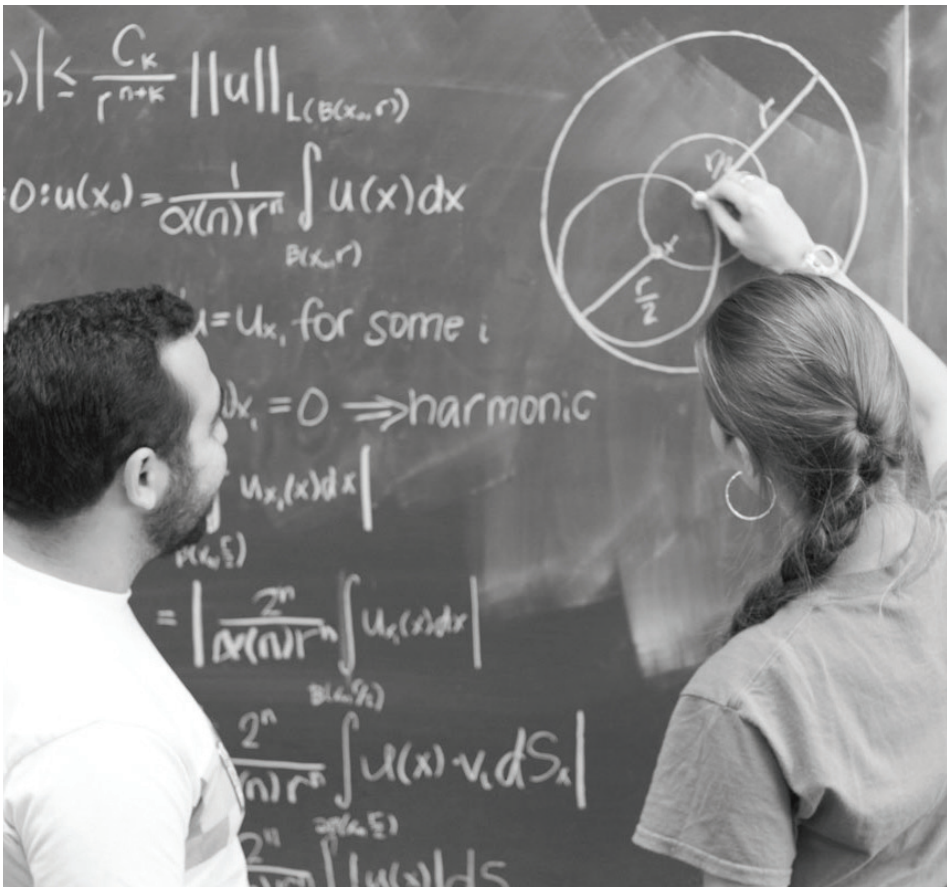
FUNDING AGENCY

Eunice Kennedy Shriver National Institute of Child Health & Human Development (NICHD)

INNOVATION

QMI

Quantitative Methodology & Innovation



The mission of QMI is to advance scientific discovery through multi-disciplinary collaboration on research design, data analysis, and innovation in quantitative methods and assessment.

The primary purpose of the QMI is the application of rigorous research methods and advanced statistical analyses to research related to improving social, educational, behavioral, psychological, and emotional outcomes across the developmental spectrum from birth to adulthood. For these key outcomes, QMI is dedicated to the design and analysis of experimental and quasi-experimental research, the study of individual differences, screening and identification, and innovations for connecting people to data.

THE MISSION OF QMI IS MET BY OFFERING FOUR SPECIFIC SERVICES:

- Quantitative methodological services for research projects (FSU internal and external).
- Advanced statistical and psychometric modeling services for the development of assessments and tools.
- Training on statistical techniques and innovative applications.
- Data collection, management and related support services.

CURRENT PROJECTS:

The Agency for Persons with Disabilities

The Florida Center of Reading Research at Florida State University along with the FSU College of Social Work is partnering with Florida's Agency for Persons with Disabilities to evaluate and improve their assessment tool for people with developmental disabilities. The Questionnaire for Situational Information (QSI), administered by the agency, provides a way to determine the level of need for the individuals they serve. "It's essential for consistency," said APD Waiver Support Coordinator Blake Little. "It provides a baseline for each client's needs and the level of support required from caregivers." The nature of the assessment requires the 10-year old test to periodically undergo its own evaluation. This year, the Quantitative Methods and Innovation division of the Florida Center for Reading Research, in collaboration with the College of Social Work, will be evaluating the next generation of the QSI assessment. The goal of the two-year contract with APD is to measure the assessment's reliability and validity, then provide an overall psychometric evaluation of its content. "The Agency for Persons with Disabilities always wants to look for ways to improve our assessment tool to make it as accurate as possible at identifying our clients' level of need," said APD Director Barbara Palmer. "We are working with FSU to

ensure the next generation QSI is even better at determining the critical service needs of our customers." To accomplish these tasks, Yaacov Petscher, associate professor of social work and director of the Quantitative Methods and Innovation (QMI) division, has assembled a cross-section of talent from throughout the College of Social Work, each bringing their unique expertise to the table. "Given our division's experience in supporting development of the Florida Assessments for Instruction in Reading in partnership with the Florida Department of Education and the Reading Assessment for Prescriptive Instructional Data with Lexia Learning, this felt like a natural extension of our work," Petscher said. In addition to showcasing QMI's methodological expertise, the project also highlights the partnerships that make FSU a pioneering institution for multidisciplinary innovation. "This project is an exciting synergy of methodological excellence that comes alive through multidisciplinary team science," said Jim Clark, dean of the College of Social Work. "This is the kind of work we deeply value at the college, because it improves the well-being of children and families."

Reach Every Reader

"A student who fails to read adequately in first grade has a 90 percent probability of reading poorly in fourth grade, and a 75 percent probability of reading poorly in high school. Together, we aim to make significant progress in solving the crisis in early literacy. The most effective interventions for at-risk readers work best when implemented early, before they fail."

Center for Translational Behavioral Science

"The mission of the Center for Translational Behavioral Science at Florida State University is to promote public health and health equity using a sustainable team science approach for the development and wide spread implementation of behavioral and biobehavioral interventions across the translational spectrum. CTBS relies on a continuous cycle of interaction between basic behavioral and biomedical scientists, translational researchers, treatment providers, and communities to develop interventions reaching diverse and under-served populations in local communities and beyond. In our partnership with CTBS, we will assist these scientists, providers, and communities through providing methodological guidance through power analyses and intervention methods, and will use best practices for analyzing data from clinical trials and other community-based interventions."

RECENT PRODUCT INNOVATIONS:

Teacher Assistive Scoring Platform

Dr. Petscher received a GAP award to develop an educational platform that allows teachers and students to simultaneously access an assessment tool, so that teachers could record results as students take assessments. The platform cuts down on the number of forms students and teachers need for performance and scoring and allows for information to be more easily accessible for evaluation.

The Earlier Assessment for Reading Success

Dr. Petscher developed a web application that will assist teachers in projecting reading success in elementary-age students beyond the standard one-year period. Currently, based on a series of fluency assessments, teachers are able to determine if a kindergartener, first, second or third grader is high to moderate to a low-risk candidate in reading success. "This app allows a teacher to take one or more of their fluency scores for students and obtain a percent-change indicator of being a successful reader not just in the current year but up to three years later," Yaacov Petscher, associate director of the Florida Center for Reading Research at FSU, said. "That's a very powerful tool to give a teacher," Petscher added. "We can predict your chance of being a successful reader out to third grade."

System for Performing Assessment without Testing

Dr. Petscher and Dr. Schatschneider received a US Patent (9,299,266) in 2016 in which "a system for educational assessment without testing is provided that includes one or more client systems that are connected to a network allowing students or school officials to communicate with an education framework that performs and manages educational assessment."

The K-12 Rapid Assessment

The Lexia RAPID Assessment, developed by Drs. Barbara Foorman, Yaacov Petscher, and Chris Schatschneider of FCRR, received the 2016 Award of Excellence and Best of Show award from Tech & Learning magazine. The Award of Excellence honors innovative tools and applications that address management, safety, communication, differentiated learning, assessment, and other key areas in education. The computer-adaptive assessment, selected by a distinguished group of technology advisors, was selected for breaking new ground in literacy screening by using technology to seamlessly connect data to instruction in a practical and actionable way.

OUTREACH

Atlanta 323

Atlanta 323 is a research-practice partnership alliance focused on Atlanta's preschool to 3rd grade (P3) early childhood system. Through relevant research and robust partnerships, we will ensure that all of Atlanta's children have a seamless high-quality pathway from birth to college and career.

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PARTNERS

Urban Child Study Center at Georgia State University

Atlanta Public Schools

Sheltering Arms Early Education & Family Centers

YMCA of Metro Atlanta

Easter Seals of North Georgia

United Way of Greater Atlanta

GEEARS: Georgia Early Education Alliance for Ready Students

Get Georgia Reading

Georgia Department of Early Care and Learning

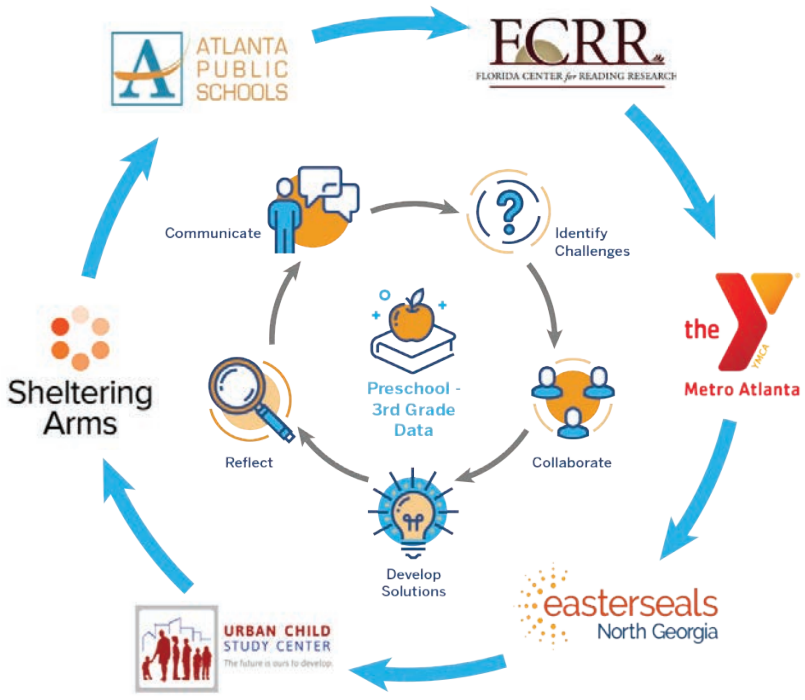
Georgia Department of Education

FUNDERS

Institute of Education Sciences

Spencer Foundation

Atlanta 323



Project Graduate 2.0:

Unlocking the Power and Potential of Georgia's Foster Youth

Project Graduate 2.0 is a research-practice partnership alliance focused on the educational achievement of Georgia's foster youth. Through relevant research and robust partnerships, we will develop strategies to ensure that more foster youth graduate from high school.

In partnership with the Urban Child Study Center at Georgia State University, an interdisciplinary team of researchers will support efforts to:

- build the Division's internal capacity to collect, analyze and utilize data to inform practice and policies
- strengthen the Division's and its partners' ability to identify struggling students, determine effective interventions, and develop methods for monitoring overall progress
- conduct research using state and local data to inform practice and policies related to educational stability, literacy achievement, and students with special needs
- participate in dissemination activities to increase awareness, inform programming and policies, and support scalability of best practices.

Project Grad 2.0

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PARTNERS

Urban Child Study Center at Georgia State University

Georgia Division of Family and Children Services

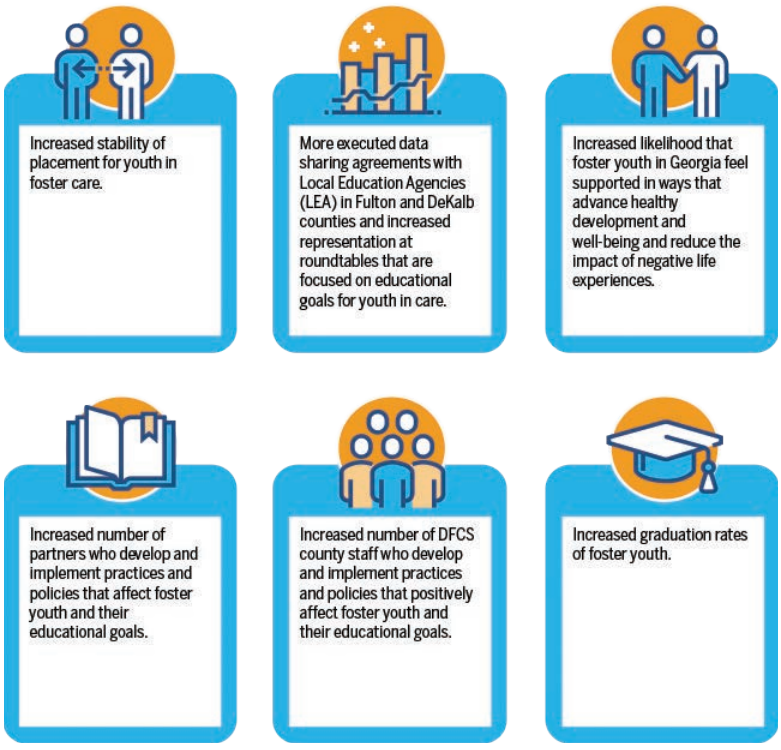
Multi-Agency Alliance for Children (MAAC)

University of Georgia

FUNDERS

GradNation: America's Promise Alliance

Project Goals



Partnerships

OPENING NIGHTS IN CLASS K-12 EDUCATIONAL MATERIALS

Opening Nights in Class series of educational programs provide students and the community with once-in-a-life time opportunities through master classes, workshops, school tours, Q&As, and panels with world-class performers at no cost to participants. Events are designed to educate, illuminate and inspire.

Opening Nights at FSU and Florida Center for Reading Research work closely with our visiting artists to meet the educational needs of our diverse K-12 school communities by creating support material so teachers and students can continue learning in the classroom after the performance.

OPENING NIGHTS IN CLASS

FAMILY FIRST INITIATIVE

whole child LEON

LOCAL GOVERNMENT PARTNERSHIPS

The Florida Center for Reading Research actively participates in local government-sponsored community initiatives. From 2015 to 2018, we partnered with the Tallahassee's Mayor's Office, Whole Child Leon, and other organizations to help build, promote, and facilitate activities and events centered around the Community Summit on Children. The Summit convened community and business leaders from a broad cross section of Tallahassee and Leon County to spark a dialogue on the issues related to early childhood development and galvanize participation in the community led Family First Initiative.

FLORIDA CENTER *for* READING RESEARCH

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