Early Reading First

Federally-funded research initiatives through Good Start, Grow Smart

www.ed.gov/programs/earlyreading/

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Richmond County Public Schools’ Early Reading First Program of Excellence

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2007-2010
Research Questions

(1) Does participation in an ERF classroom lead to an increase in the number of children who achieve significant gains on oral language skills as measured by the Peabody Picture Vocabulary Test-III, Receptive?

(2) Does participation in an ERF classroom lead to an increase in the percentage of preschool age children who demonstrate age-appropriate oral language skills as measured by the Peabody Picture Vocabulary Test-III, Receptive?
Additional Research Questions

• (3) Does participation in an ERF classroom lead to an increase in the average number of letters that preschool age children are able to identify as measured by the Upper Case Alphabet Knowledge subtask on the PALS Pre-K assessment?

• (4) Does participation in an ERF classroom lead to an increase in the overall early receptive and expressive oral language abilities of preschool age children as measured by the Preschool Language Scale-4

• (5) Does participation in an ERF classroom lead to an increase the English Language Proficiency of preschool age children as measured by the pre- and post-administration of the Pre-LAS?
Research Design

• Data will be collected in a total of 10 sites: 5 that are actively engaged in the ERF project and 5 that are not. To examine differences between the child outcomes for pre-K children who receive services in ERF classrooms from those who do not, we will conduct a randomized trial design. If performance on a battery of outcome measures for participants in ERF intervention condition is superior to the control students, we infer a functional relationship between the language and literacy intervention approach and improved oral and written language outcomes.
Intervention Components

• Head

• Heart

• Hands
Head=Foundations

NC Early Learning Standards for Preschoolers and Strategies to Guide their Success, DPI, 2003
HEART =

Ongoing Assessment

Family Involvement

Rich Oral Language Environments, Play-based Activities

Supports for Emergent Reading/Writing

Intentional Alphabet/Phonological Awareness Activities

Phonics

Vocabulary

Fluency

Comprehension

Strategies

Outcomes
Rich Oral and Written Language Environment

annual pre- and post- assessment

• ELLCO
• Arnett Scale
• Adult-Child Interactive Reading Inventory
Hands=OWL Curriculum and Specific Intervention Strategies

• Build on interests using OWL themes and books as guides
• Shared Reading for vocabulary, print concepts, language
• Sign-in
• Put the CROWD in the CAR
Self-assessment results

Survey Areas

- Foundation Skills
- OWLS
- Hourglass

Self-Assessment Results

Survey Areas:

1. Foundation Skills
2. OWLS
3. Hourglass
Intervention = Professional Development leading to classroom implementation and child outcomes

- Monthly 3 hour sessions initially focusing on the OWL curriculum
- Weekly follow-up support on all aspects of the intervention by literacy coaches
- 2.5 day summer institute
- On-line emergent literacy course at UNC-CH