

Proposal for the Establishment of a Board of Trustees Approved Center or Institute

Proposed name of Center or Institute:

Kentucky Reading Research Center

Physical Address/Location: 1905 S. Third Street, Louisville, KY 40292

University official to whom Center or Institute reports:

Dr. Gerard Bradley
Executive Vice President and University Provost

Name(s) and title(s) of individual(s) submitting this proposal:

Dr. Amy Lingo
Executive Director, Kentucky Reading Research Center

Anticipated Date of Initiation of this Center or Institute:

July 1, 2024

Existing Center or Institute the proposed Center or Institute is intended to replace (if applicable):

N/A

Please respond to the following set of instructions, following the numbering scheme indicated. This report should also include a budget completed in the format provided with the instructions. See the Office of Academic Planning and Accountability website for more information. The entire proposal document should not exceed ten pages (excluding appended materials).

The final document should be reviewed by the Dean or Vice President responsible for providing oversight to the Center or Institute prior to submission. Confirmation of the dean or VP review can be included with the letter on financial commitments – see item 10 below or a separate letter can be submitted which is recommended if there are additional points that should be communicated.

Establishment Request Outline

1. A. Describe the purpose of the proposed Center or Institute.

The Kentucky Reading Research Center will deliver research and data on high-yield instructional practices and strategies. It will also partner with the Kentucky Department of Education to establish a research agenda evaluating early reading models, instructional resources and evidence-based practices needed to help students improve their reading ability. The center will conduct ongoing research on reading programs throughout the state, including their cost, effectiveness and how well they maintain student progress over time. Based on the annual outcomes of the center,

KDE will make recommendations about programming and funding to the Kentucky General Assembly Interim Joint Committee on Education by Oct. 1 every year.

- Indicate why a separate organizational structure is needed to fulfill this purpose.

The Center is funded solely through a competitive grant from the Kentucky Department of Education (KDE) and will work symbiotically with the KDE to support the needs of Kentucky students, educators, and other stakeholders. This warrants a separate, independent organizational structure.

- Include reference to the relationship of the Center or Institute to the mission of the university.

The Kentucky Reading Research Center has been established to develop, expand, and sustain mechanisms for ensuring that information and support for literacy instruction are available to every person in the state via families, schools, and other community agencies. This supports UofL's commitment to achieving preeminence as a nationally recognized metropolitan research university through the second of its three primary pillars: practicing and applying research, scholarship and creative activity. As a premier metropolitan research institution, to be entrusted to create the Kentucky Reading Research Center reaffirms the university's dedication to scholarly inquiry and commitment to enhancing educational outcomes for all.

- Indicate linkage to the mission of each college, school, unit, department or program of which the Center or Institute will be a part.

The Kentucky Reading Research Center is housed and operates within the College of Education and Human Development (CEHD) at the University of Louisville. The mission of the CEHD is to promote and strengthen the professional development of individuals concerned with the education and human resource development in a variety of urban settings such as schools, colleges and universities, private and corporate organizations, and government agencies. CEHD includes diverse faculty and departments, including Elementary, Middle, and Secondary Teacher Education; Special Education, Early Childhood and Prevention Science; Educational Leadership, Evaluation, and Organizational Leadership; Counseling and Human Development; and Health and Sport Sciences. The KYRRC is closely connected to the CEHD's mission in its effort to address the challenges and opportunities associated with literacy education. Through interdisciplinary collaboration, cutting-edge research and community engagement, the KYRRC will advance stakeholders' understanding of reading acquisition, comprehension and intervention strategies.

- Include references to specific measurable goals to which the Center or Institute will contribute.

The Kentucky Reading Research Center collaborated with the Kentucky Department of Education to establish a set of measurable goals and objectives for year one of the grant, which include:

1. Provide up-to-date and immediately available content to help all entities associated with teaching/supporting literacy instruction implement research-based practices. This will be done in collaboration with KDE and will focus on reading, writing, and coaching P-12, but with emphasis on middle and high school support.
2. Impact P-20 literacy practices across the entire state.
3. Collaborate with KDE to:
 - a. Serve as the main conduit to inform KDE's state-wide literacy efforts.
 - b. Develop a statewide system to promote and sustain evidence-based literacy instruction.
4. Develop, engage in, and oversee center-funded research conducted across the state.
5. Evaluate the Read to Achieve reading diagnostic and intervention fund (RDIF) grant program.
6. Provide regular advisement and policy recommendations to the Kentucky Board of Education

Goals and objectives will be renewed and established annually based on data submitted as a part of the annual report. All activity plans related to the evaluation of the reading diagnostic and intervention fund grant program will be created collaboratively with KDE and implemented by the principal investigator and an external evaluation consultant who will bring an impartial perspective to the evaluation process.

B. Describe any activities or outcomes that are facilitated by the organizational structure of the Center or Institute. What goals could not be accomplished without the existence of the Center or Institute?

Because our team works in and with schools in Kentucky, we are familiar with potential roadblocks in terms of meeting our Center goals. Only through the existence of a dedicated statewide research center is it possible to create a clearinghouse information and materials via a free website; provide direct service and training by national experts; and create professional learning communities for sustained coaching, goal setting and formative feedback to teachers.

2. Name the unit and unit head that will provide oversight to the Center or Institute (not the director).

Dr. Tabitha Grier-Reed, Dean, College of Education and Human Development

3. a. Indicate who will direct the proposed Center or Institute and what other members of the administration and faculty will be involved in it. Indicate also the level of each individual's involvement on an annual FTE basis for the first three years of the Center's or Institute's operation. Attach a brief *curriculum vitae* for the person who will direct the Center or Institute and for the key faculty members who will be involved in it. Indicate how any current members of the faculty or administration who will be involved in the Center or Institute will be replaced in their present activities. Provide a statement from each key faculty member (5% time commitment or greater) indicating that his or her approved work plan includes time spent on Center or Institute activity.

Curriculum vitae are attached for each of the faculty members listed below. Their time and involvement in this project are an integral part of their research and service activity on behalf of the College of Education and Human Development. There will be no need for replacements in their present activities.

Dr. Amy Shearer Lingo

Dean, College of Education, Georgia Southern University
Gratis University of Louisville faculty; no impact on university faculty or administration

Dr. Terry Scott

Professor and Distinguished University Scholar
Department of Special Education, Early Childhood, and Prevention Science
65%

Dr. Todd Whitney

Associate Professor of Special Education
College of Education and Human Development, University of Louisville
20%

Dr. Erin Hogan

Assistant Professor of Literacy, Department of Elementary, Middle, and Secondary
Teacher Education, College of Education and Human Development, University of Louisville
20%

Dr. Jeff Valentine

Professor and Coordinator of the Educational Psychology, Measurement, and Evaluation
College of Education and Human Development, University of Louisville
30%

b. Was the center/institute director appointed by the Board of Trustees (BOT)? (Yes or No)
The guideline requiring BOT appointment is stated in The Redbook Section 3.3.5 A.
<http://louisville.edu/provost/redbook/contents.html/chap3.html#SEC3.3.5>. *If the current director has not been appointed by the BOT, please contact Vice Provost for Faculty Affairs Office for assistance.*

The director was not appointed by the Board of Trustees. As the lead applicant on the grant, Dr. Amy Lingo, was named Executive Director at the request of the Kentucky Department of Education because of her extensive research and experience in special education and literacy education for students with disabilities.

Projected Financial Information – Write request narrative and complete C&I Budget Form

4. Indicate the anticipated amount and source of revenue for the Center or Institute in its first three years. Include a narrative that explains in detail all sources of revenue including center research incentive funds (C-RIF).

The Kentucky Reading Research Center is solely funded through a competitive grant from the

Kentucky Department of Education. \$6 million in funding has been allocated for Years 1-2; an anticipated \$1.2 million in funding for Year 3 must be approved by the Kentucky General Assembly and appropriated to the Kentucky Department of Education. The grant is renewable for up to three additional years. Please see the attached budget worksheet for detail.

5. Indicate the amount and source of funds that will be needed to operate the Center in its first three years. Include itemized amounts for personnel, equipment, technological support, and operating expenses.

The Kentucky Reading Research Center's annual budget will require \$3 million for operation Years 1-2, and \$1.2 million in Year 3. KYRRC is solely funded through the Kentucky Department of Education. Please see the attached budget worksheet for detail.

6. Indicate on an annual FTE basis the needs of the Center or Institute for P&A staff, classified staff, and other personnel in its first three years. Indicate how any current members of the university staff who will be involved in the Center or Institute will be replaced in their present activities. (Must match personnel information provided on the budget form accompanying this report).

- Reilly Brown – Unit Specialist III (Project Administrator): 100% FTE in Years 1-3. Brown was hired from the Office of the Vice President of Risk, Audit and Compliance. Her position in that department was filled by an outside candidate.
- Jennifer Recktenwald – Program Manager II (Director of Strategy and Outreach – 100% FTE in Years 1-3. Recktenwald transitioned to this role from her position as Director of Marketing and Communications for the College of Education and Human Development. That position has been filled by an internal employee on an interim basis.
- Marlene Parish – Direct Observation Manager: 10% FTE in Years 1-2, 0% FTE in Year 3. Parish currently serves as the Direct Observation Manager for the Center for Instructional and Behavioral Research in Schools (CIBRS) in the College of Education and Human Development. Her work on behalf of KYRRC was factored into her annual work plan.
- Denise Viola – Direct Observation Coordinator: 15% FTE in Years 1-2, 0% FTE in Year 3. Viola currently serves as an Observation Coordinator for the Center for Instructional and Behavioral Research in Schools (CIBRS) in the College of Education and Human Development. Her work on behalf of KYRRC was factored into her annual work plan.

We do not anticipate the need to hire additional university staff at this time.

7. Indicate the space requirements for the Center or Institute in its first three years, and how that space will be provided.

Rooms 106 and 107 in the College of Education and Human Development's Porter Building have been designated for the Kentucky Reading Research Center. This space was previously used by the Center for Instructional and Behavioral Research in Schools (CIBRS), which now operates virtually, and does not displace any CEHD activities.

8. Indicate initial equipment and other infrastructure resources (including technology) that the Center or Institute will need, and explain how these will be provided.

Computer hardware and software, outreach materials, and general office supplies will be used by the Center. Expenditures for these resources will be fully covered by the grant.

9. Provide a written statement from the Dean, University Libraries (or designee) concerning the adequacy of current resources. The statement should include a comparison of local holdings to standards/recommendations of national accrediting agencies, the holdings of benchmark institutions, and/or other recognized measures of adequacy. If additional resources are needed to support the program, the statement should include an estimate of costs and the sources of additional funding. The statement should be requested at least one month prior to submitting the final proposal to the Provost Office of Academic planning and Accountability.

A statement of support from Dr. Robert E. Fox, Jr., Dean of University Libraries, is included with this submission.

10. Provide a written statement from the Dean, Vice President or department chairs verifying each financial commitment made in support of the program.

A statement of support from Dr. Tabitha Grier-Reed, Dean of the College of Education and Human Development, is included with this submission.

- 11 A. Indicate how the work of the Center or Institute will be evaluated. Please describe the Center or Institute's evaluation plan according to the following criteria:

- the specific objectives or anticipated outcomes for the work of the Center or Institute;
- the specific measures, assessment tools, and/or performance indicators that will be used to assess the fulfillment of the Center or Institute's objectives;
- the schedule for collection, analysis, and reporting of evaluation data described in b. above;
- the person, committee, or entity that will receive the evaluation data or reports and is responsible for developing and implementing changes and improvements.

All activity plans related to the evaluation of the reading diagnostic and intervention fund grant program will be created collaboratively with KDE and implemented by the principal investigator and an external evaluation consultant, Elaine Miller, who will bring an impartial perspective to the evaluation process. Dr. Scott and Ms. Miller have extensive experience conducting evaluations for educational programs. KDE and the advisory board will review all evaluation reports before circulation. Project evaluation comprises methods to evaluate change through short-term, intermediate, and long-term outcomes. The evaluation team will oversee the evaluation process, conduct analytic methodologies, and produce timely, accurate, and reliable evaluation results in formats that are interpretable by the range of stakeholders. The evaluation of progress toward intended outcomes will be reported annually over five years, as specified by KDE. The basic components of the program evaluation include the following steps:

1. **Stakeholder Engagement.** Annual evaluations will begin with an initial meeting with KDE to gather additional information on the grant program, determine how it's administered, and identify preliminary program and evaluation goals. Following this, the evaluation team will meet with administrators of the fund, those involved in working with the fund, and those receiving services. The purpose is to fully understand the program from various perspectives (funders, administrators, workers, recipients). Based on interviews with stakeholders, we will write a comprehensive description of the *reading diagnostic and intervention fund grant* program, which will be shared with KDE and used to inform a program logic model and evaluation plan that will guide the evaluation process.
2. **Logic Model Development.** A comprehensive logic model will be developed by the evaluation team, with KDE, to provide the framework for the intentional change process planned by the grant program. The logic model will document the theory of change/mission, program outputs (i.e., activities and products), short-term outcomes (i.e., changes in knowledge, skills, and competencies), medium-term outcomes (i.e., changes in installation of evidence-based practices), and long-term outcomes (i.e., sustained implementation and changes in educational conditions and student performance). The logic model will inform the development of the evaluation plan, which identifies key questions and data to be collected in the evaluation process. It will be reviewed annually and revised as determined by KDE and the evaluation team.
3. **Evaluation Plan Development.** The evaluation team will develop an evaluation plan with KDE to identify the measures and targets for each outcome identified in the logic model. This is an essential step as it will determine what data and evidence are to be collected. Further, it will inform the manner in which data and evidence will be collected (e.g., direct observations, permanent product reviews, interviews, service counts, etc.). WWC reviewers will review measurement procedures to ensure that plans are reliable and valid. The evaluation plan will be reviewed annually and revised as determined by KDE and the evaluation team.
4. **Data Collection.** The measurement procedures will be thorough and feasible and will take place in the manner agreed upon with KDE. The evaluation team will be responsible for documenting processes for data/evidence collection, coaching program administrators to collect program data, creating a secure database to house evaluation data, and compiling/tracking all data received.
5. **Data Analysis.** The evaluation team will conduct analytic methodologies to answer all evaluation questions, most importantly determining the program's impact on increasing early literacy in Kentucky. WWC reviewers will be consulted on data analysis regarding each evaluation question, helping to ensure conclusions are valid before sharing and discussing with KDE.
6. **Disseminating Results.** The evaluation team will develop a report template and solicit feedback from KDE and the advisory board to ensure they are useful and interpretable by various audiences. The formal evaluation report will be prepared after meeting with KDE to discuss data trends and findings. Before distribution, the report draft will be reviewed by the advisory board to be sure that it is accurate and presented in a useful manner. Most importantly, the report will focus on positives, lessons learned, and specific recommendations for the future. Annual reports will assist KDE and grant program administrators in data-based decision-making, including mid-course corrections if warranted, for continuous improvement.

B. Indicate what type of annual reports will be submitted to Dean or Vice President providing

oversight to the new Center or Institute.

A comprehensive annual activity report will be provided to the Kentucky Department of Education and made available to the Dean and the Provost. It will include data collection and measurement, training and engagement activities, research activity, staffing addition or changes, and expenditures.