

Proposal Title: Fostering Literacy Excellence: Advancing the Reading Program at Central State University to Align with the Science of Reading and Enhance Pedagogical Practices

Executive Summary

The College of Education at Central State University, Ohio's only public Historically Black College and University (HBCU), is dedicated to its role as a leader in developing qualified candidates with a strong knowledge base and practical experience to excel as classroom teachers, particularly in fostering strong reading and writing skills in young learners to cultivate literate citizens.

With this application, we seek \$20,000 to enhance our reading program, aligning it with the latest research in the Science of Reading led by the Ohio Department of Education. Currently, our 15-hour reading program consists of a 12-hour required literacy and reading core along with a 3-hour reading in the content area, developed on research from the National Reading Panel in the early 2000s. Given the advancements in the Science of Reading and the International Dyslexia Association's guidance on developing a systematic and explicit approach to teaching reading, it is essential that we prepare our Preservice Teacher Candidates to address the challenges young children face in becoming proficient readers.

This program's focus will be on updating syllabi, coursework, and resources for our 600+ currently enrolled students to learn the fundamental principles of expert reading instruction. This includes training for our full-time reading faculty, stipends for faculty time spent in training and course redevelopment, training for all adjunct reading faculty, approved support materials from the Ohio Department of Education, and consultant fees to ensure alignment with Science of Reading practices. Our faculty recently attended the fall International Dyslexia Association (IDA) conference in Columbus, Ohio, to enhance our understanding of aligning our coursework. We have utilized the insights gained to update our curriculum. With additional funding, we aim to further support our faculty by providing CORE5 and Orton Gillingham training. This training will enhance the specificity and precision of the evidence-based content and practices in our reading courses.

PROJECT NARRATIVE

This project will focus on ensuring the content and resources used in the 5 reading courses offered in our College of Education reading program are aligned with the Science of Reading and the Knowledge and Practice Standards (KPS) developed by the International Dyslexia Association (IDA) that ensure all students receive instruction in all areas of literacy development using research-based practices and materials. To this end, it is incumbent upon all faculty teaching reading courses at Central State University, to have updates on courses, activities, and training to ensure we are preparing our Preservice Teacher Candidates (PTC) with the latest resources, mandated by the state of Ohio Department of Education and Workforce and Ohio House Bill 33HB33.

THE PROJECT PLAN

A. Key Personnel

This project will be led by Dr. Sandra Sumerfield, Associate Professor of Reading and Literacy. Dr. Sumerfield holds a Master's Degree in Reading Intervention, a current Ohio Reading Endorsement, and a Doctorate Degree in Reading Education. In addition, she leads the work by the reading team in the College of Education at CSU. As the lead on this grant, she will:

- Develop the requirements for the scope of work to be completed
- Monitor timelines and work to be completed
- Report progress as required by the grantor
- Participate in trainings to ensure necessary background knowledge is acquired
- Conduct meetings with the development team
- Ensure alignment on all syllabi and assignments to ensure fidelity to research-based practices and course compatibility
- Secure consultants to evaluate alignment
- Organize and facilitate trainings for all adjunct faculty teaching reading courses

This project will be co-led by Dr. Stephanie Petricone-Turchetta, Assistant Professor and a full-time faculty member in the College of Education at CSU. Her role will be to co-lead the work outlined above. Dr. Petricone-Turchetta holds a Me.D reading, Ed.D curriculum and instruction, and a certification as a Reading Specialist K-12 in Rhode Island and Connecticut. Dr. Petricone-Turchetta will be a member of the planning and development of the syllabi and coursework team and ensure all work is completed with fidelity to research-based practices and course compatibility.

This project will be co-led by Dr. Dianne Tetreault, Assistant Professor, and a full-time faculty member in the College of Education at CSU. Her role will be to co-lead the work outlined above. Dr. Tetreault holds an Ed.D in reading education, a Master's degree in reading, and a Florida K-12 reading certification. Dr. Tetreault will be a member of the planning and development of the syllabi and coursework team and ensure all work is completed with fidelity to research-based practices and course compatibility.

Ms. Christina White holds a Master's degree in and has most recently lead her district in Reading initiatives as the Reading Coordinator for Trotwood City Schools. Ms. White has been at the forefront in leading the Science of Reading initiatives and has received the Language Essentials for Teachers of Reading and Spelling (LETRS) training, which informs her practice daily. Ms. White will be a member of the planning and development of the syllabi and coursework team and offer consultation and training for adjuncts teaching reading in the College of Education.

Dr. Dorothy Reynolds holds a Master's degree in Elementary Education and a Doctorate in Urban Education Leadership. Dr. Reynolds currently serves as an Instructional Literacy Coach for Hamilton County Educational Service Center, working alongside teachers in the Winton Woods school district as they implement evidence-based structured literacy pedagogy in the classroom. She has extensive knowledge and training in both Orton Gillingham and LETRS. She is certified by the Ohio Department of Education and Workforce Development as a facilitator for the Science of Reading and Dyslexia training courses. Dr. Reynolds will be a member of the planning and development of the syllabi and coursework team and offer consultation and training for adjuncts teaching reading in the College of Education.

B. Areas of Opportunities

While it is the intention that all areas in the 15 hours of reading courses (12 + content) are updated, there will be a stronger focus on ensuring better alignment with the updated standards are:

- Ensuring that all areas of the Science of Reading are more directly aligned with information gained through IDA, Lexia CORE5, and Orton Gillingham.
- Fortification in the areas of orthography and academic writing.
- Redesigning the Content Area literacy to ensure all content area PTC are including explicit reading and writing instructions and strategies in their coursework.
- Fortification of skills in the use of assessment data to plan instruction.
- Development and acquisition of materials aligned with the Science of Reading (SoR), Structured Literacy (SL), and IDA guidelines will be researched to ensure that both campus-based and online instructors have appropriate resources.

C. The Revision Plan

Below is a list of the activities and progression for the completion of the work for year 1. During this process we will be reviewing and revising both the 12-hour reading block and the 3 hour content area reading courses.

Quarter 1: May 1, 2024 – July 31, 2024

- The key personnel listed above will develop a crosswalk using the updated standards and reading competencies. This document will be used to understand where current course work is aligned and where there are deficiencies.
- From the crosswalk, a task list and timeline will be created to ensure all work is prioritized and efficiently completed.
- Assignments to complete work and confer with internal experts will begin using the prioritization list.
- Full-time Reading faculty will begin outside training in Lexia CORE5 or Orton Gillingham (OG).
- Trainings will begin for all personnel from Ohio's Literacy Academy on Demand and the All-Ohio Literacy modules.

Quarter 2: August 1, 2024 – October 31, 2024

- All fulltime and adjunct faculty will continue trainings on SoR and Dyslexia.
- Monthly meetings and work sessions will be held for all key personnel to collaborate and update the team.
- Begin work of updating syllabi and curriculum/learning experiences in courses

Quarter 3: November 1, 2024-January 31, 2025

- Initial trainings will begin for adjunct faculty who are teaching any reading courses on new course updates
- Monthly meetings and work sessions will be held for all key personnel to collaborate and update the team.
- Continue work of updating syllabi and curriculum/learning experiences in courses.
- Outside consultation will be engaged to provide feedback on work completed.

Quarter 4: February 1, 2025 – April 30, 2025

- Additional trainings will begin for adjunct faculty on updates added to courses, along with initial trainings based on information learned in Lexia CORE5 and OG trainings taken by faculty.
- Any changes that require CSU faculty senate approval will begin the process for approval.
- Online modules, materials, and coursework will be update to ensure roll out for fall 2025.

D. The Alignment Assurance

Throughout the process, internal evaluators will be engaged to confirm alignment with the SoR. By April 1, 2025, work will be sent to an outside evaluator to provide feedback on changes.

The resources used in the updating of courses and included in the courses will come from any recommendations by:

- Ohio's Science of Reading portal <https://tinyurl.com/bdh378hs>
- Ohio's Dyslexia course <https://tinyurl.com/27wknhsy>
- All Ohio Literacy Modules
- Ohio's Literacy Academy on Demand
- Lexia Core5 training
- Orton Gillingham training

This information will also be used in training of IHE reading instructors and in the monthly meetings.

Metrics

	Full time faculty	Part time faculty
A. Total number of instructors of reding courses that teach courses in the 12-hour literacy block and reading core, 3-hour reading in content.	3	10
B. Number of instructors that will participate in the redesign of the reading curriculum	2	2
Number of instructors expected to participate in professional development	3	10

Budget and Budget Narrative

Itemized List of expenses

Personnel	Justification	Amount
Dr. Sandra Sumerfield	P.I. for the grant will oversee work being done in all 5 courses, complete trainings required for foundational work, complete/report documentation, develop and deliver adjunct trainings, and update courses with information and resources	3,500
Dr. Dianne Tetreault	Co-PI, will complete trainings required for foundational work, develop and deliver adjunct trainings, and update courses with information and resources	2,500
Dr. Stephanie Petricone-Terchetta	Co-PI, will complete trainings required for foundational work, develop and deliver adjunct trainings, and update courses with information and resources	2,500
Dr. Dorothy Reynolds	Member of the planning and development of the syllabi and coursework team, participate in the delivery of adjunct training, serve as an internal expert on content and offer consultation.	1,500
Ms. Christina White	Member of the planning and development of the syllabi and coursework team, participate in the delivery of adjunct training, serve as an internal expert on content and offer consultation.	1,500
Adjunct Instructors	Complete LCD & AOL trainings (\$125 each): (8 * \$250)	2,000
	Adjunct CSU CoE trainings (2 @ \$75 each): (8 * \$150)	1,200
Total		14,700

Resources	Justification	Amount
Core 5 Training	Training will be completed by 1 faculty member to gain foundation information underpinning the Science of Reading. This training will inform the work being completed.	2,000
Orton Gillingham Training	Training will be completed by 2 faculty members that will support the Science of reading through a multisensory approach	2,000
Materials	Additional support materials, books, virtual resources to support online program	500
External consulting	External consultant to validate updated courses and provide feedback for possible revision to consider.	800
Total		5,300

Expenditure timeline

Quarter 1: May 1, 2024 – July 31, 2024	
Personnel Stipends	4,900
Trainings	2,000
Materials	250
Quarter 2: August 1, 2024 – October 31, 2024	
Personnel Stipends	3,500
Trainings	2,000
Materials	250
Quarter 3: November 1, 2024-January 31, 2025	
Personnel Stipends	3,500
Trainings	0
Materials	0
Quarter 4: February 1, 2025 – April 30, 2025	
Personnel Stipends	2,800
Trainings	0
Materials	0
Consultant	800