

ELLM 2001-2002 Annual Report

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Message from the Director

In his January 22, 2003 inaugural address, Governor Jeb Bush emphasized Florida's policy priority: excellence in education. Recognizing the vital importance of literacy to attaining this goal, he declared: "Education ... is about mastering the core skills we need to succeed. If education is the foundation of success in our state, then reading is the foundation of education."

The Florida Institute of Education and the University of North Florida are working to help achieve the state's goal of excellence in education through the Early Literacy and Learning Model (ELLM)—an early literacy curriculum and instructional support system for preschool, kindergarten, and first-grade children, their families, and their teachers. ELLM recognizes that, while parents are their children's first and most important teachers, they are no longer doing the job on their own – childcare professionals are joining families in fostering the early educational development of their children. ELLM provides childcare professionals with the tools necessary to build emergent literacy skills, thereby helping children prepare for future success in learning.

ELLM is based on scientific research and empirical data, but working partnerships are at the heart of what has made ELLM flourish. The committed, energetic participation of stakeholders —researchers, teachers, literacy coaches, families, administrative staff, child advocates, and others—has helped to advance ELLM, bringing us closer to our shared vision of emergent literacy. A special thank you is extended to a generous family in our community who steadfastly supports that shared vision.

On behalf of all of our partners, I am pleased to present the ELLM 2001/2002 Annual Report highlighting the impact ELLM has had over the past three years. ELLM provides one example of the results we can expect when communities unite to focus intensely and collaboratively on early literacy.

Cheryl Fountain,

Ed.D. Professor and Executive Director

Florida Institute of Education

Education ... is about mastering the core skills we need to succeed. If education is the foundation of success in our state, then reading is the foundation of education.
- Governor Jeb Bush, 2003

The Early Literacy and Learning Model (ELLM)

The Early Literacy and Learning Model (ELLM) is at the forefront of a revolution taking place in early childhood education. Improving the academic achievement of all children, particularly those considered at high risk for failure, continues to be a local, state, and national priority. When children come to school healthy, eager, and ready to learn, they are much more likely to succeed in school and become responsible, productive citizens.

Being ready for school begins long before children enter kindergarten. Readiness includes the development of skills and knowledge in many different areas. Specifically, developing the language and literacy skills needed to become proficient readers is crucial to success in school. Any child who does not learn to read early and read well will not easily master other important skills and knowledge.

Yet as many as one third of children entering kindergarten are under prepared for the challenges they will face. Children from poor families and/or from single parent families, children who are learning English as a second language, or children whose mothers did not graduate high school experience the greatest emergent literacy deficits. Combinations of these factors further exacerbate the difficulties. Therefore, achieving educational excellence for all children requires an understanding of these unique circumstances and a focused effort to overcome them.

ELLM, co-sponsored by the Florida Institute of Education, the Center for Early Literacy and Learning, and the College of Education and Human Services at the University of North Florida, is reshaping the early literacy agenda in northeast Florida's early childcare and learning programs.

In 1996, with support from a grant and a generous Jacksonville family, UNF education faculty developed and field-tested an emergent literacy program that became the precursor to ELLM. ELLM further developed and expanded its partnerships to include high-needs elementary schools, early childcare and learning providers, community and state agencies, and policymakers. In the 2001/2002 school year, ELLM partners included 10 agencies.

2001-2002 ELLM Partners

Florida Institute of Education

UNF College of Education and Human Services

UNF Enrollment Services

Child Development Education Alliance

Duval County Public Schools Office of Early Education and Intervention

Episcopal Children's Services

Florida Children's Forum

Jacksonville Business Community

Jacksonville Children's Commission

Jacksonville Urban League – Head Start Program

Overview of the Early Literacy and Learning Model



ELLM, a research-based curriculum and instructional support system, helps build young children’s emergent literacy skills both at home and in early childcare and learning programs. Children begin to accumulate these skills early in life. Therefore, high-quality early childcare and learning programs are places where children can participate in the daily literacy-based learning opportunities and experiences needed to develop important language and literacy skills. These skills include developing oral language, phonemic awareness, print awareness, alphabet knowledge, and emergent comprehension.

The ELLM Coaching Network supports teachers as they improve classroom practices. ELLM literacy coaches demonstrate, observe, and provide feedback to the class-room teachers. Additionally, ELLM teachers receive instructional materials and books to use with their children. They are provided opportunities to build teacher-to-teacher networks that encourage professional growth. These networks strengthen links among preschool, kindergarten, and first-grade literacy experiences in ways that maximize children’s progress. Additionally, ELLM helps teachers develop and implement family involvement activities and action plans that encourage families to become active partners in their children’s learning. As a feature of this effort, ELLM provides materials for families to use as they help their young children acquire the emergent literacy skills they need to become proficient readers.

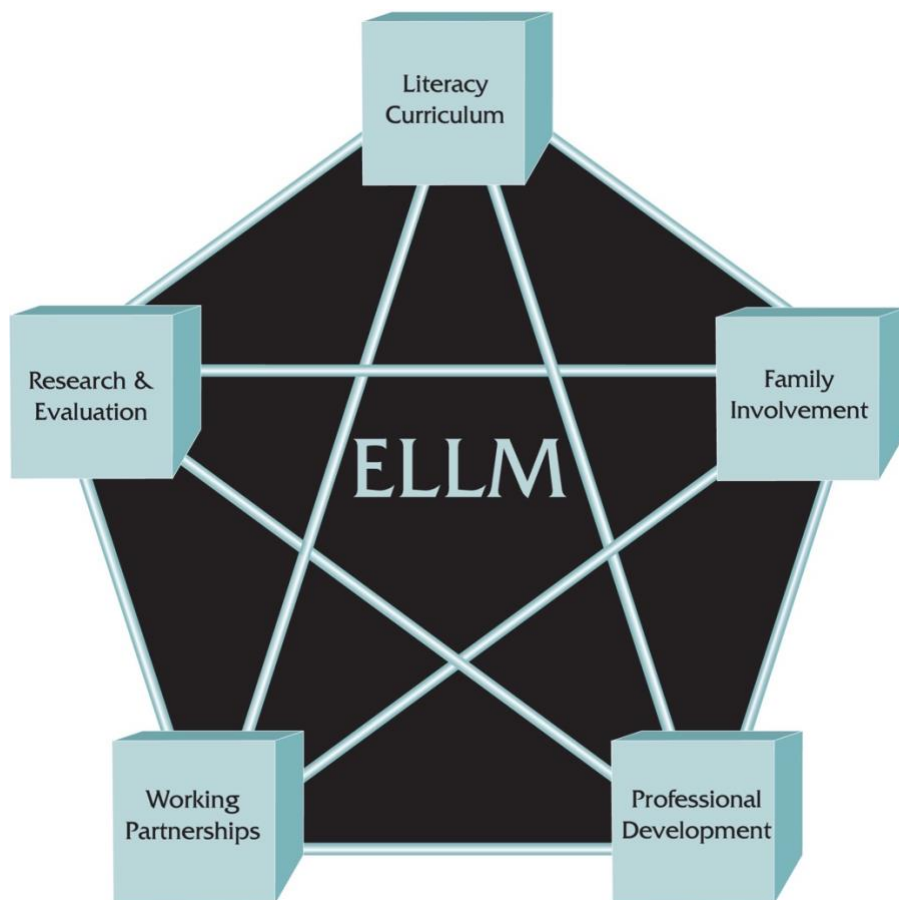
The best part about ELLM is the coach coming out and working with us - a real live person coming in to work with the children - so we can see what the coach is doing and what the children are getting out of it.”

-ELLM Teacher 2001/2002

ELLM Components

At the heart of ELLM are five program components that work together and focus on active learning to improve the quality of early literacy and learning pro-grams for children and their families.

Each of the five ELLM components emerged from research findings, educational reform efforts in Florida and across the nation, needs identified by teachers and other practitioners, and findings from previous collaborative efforts. Identified needs include practical, easy-to-use research-based materials and instructional strategies, access to literacy-related information and resources, support in acquiring new skills, family participation, and time to participate in professional development activities. ELLM addresses these essential elements through these program components: Literacy Curriculum, Family Involvement, Professional Development, Working Partnerships, and Research and Evaluation.



“I noticed how the coach was involved with the children, and I would take in what she was using to get the children to participate. I started using those things, too.”

-ELLM Teacher 2001/2002 “I

Literacy Curriculum Component, Classroom Model

During the past three decades, researchers have found new ways to help young children become proficient readers. ELLM is successful because of its rich blend of that research, practice, and support. ELLM developers created a classroom model made up of six building blocks to help teachers improve children's emergent literacy skills.

Every month, implementation of the ELLM classroom model provides each ELLM teacher with six children's books, an ELLM Literacy Packet, and ELLM Teachers' Tips. ELLM literacy coaches show teachers how to use these materials to implement literacy-related activities in their classrooms for at least one hour every day.

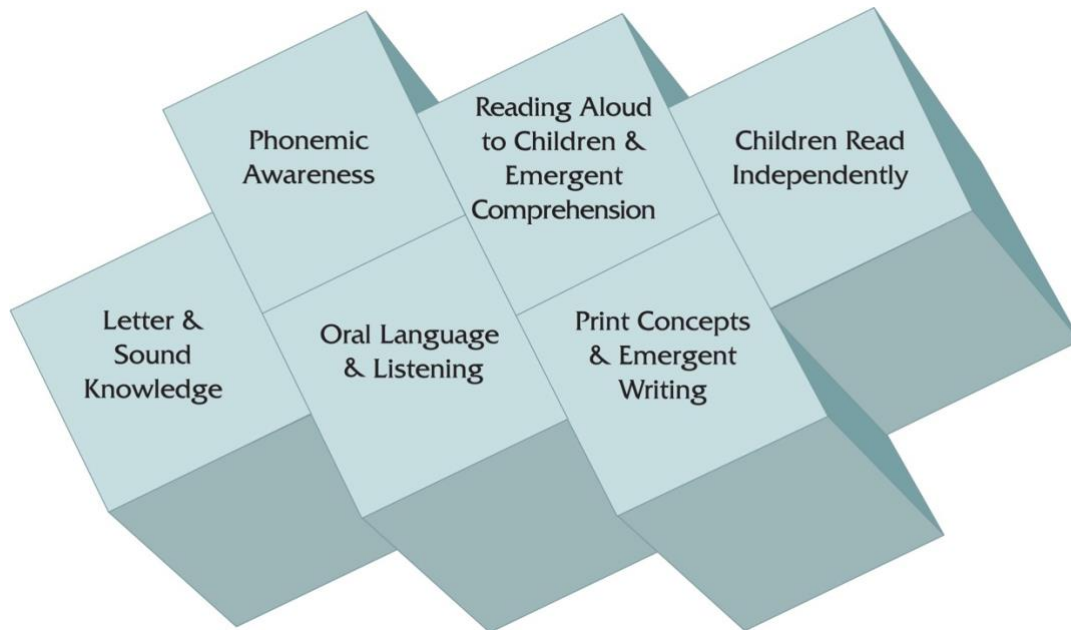


Figure 1 Classroom Model, Systematic, Explicit Instruction, and Print-Rich Environments

Of the 2001/2002 ELLM teachers responding to a year-end survey: 91% read aloud to their children on a daily basis, 98% used ELLM Literacy Packets in their classrooms, 100% used ELLM Literacy Standards in creating lesson plans.

Family Involvement Component, Family Model

Increasing family participation in the education of their children is crucial to optimal child development and achievement. ELLM addresses this challenge through the four building blocks of the family involvement component.

Together, ELLM teachers and literacy coaches design family involvement activities and action plans for each ELLM classroom. They develop and promote home-based activities addressing specific literacy needs of children and families. ELLM family activities include family read-longs, distribution of ELLM Literacy Calendars and monthly Family Tips, and use of the Classroom Book Lending Library for sending books home with children. Additionally, ELLM teachers plan and carry out at least four site-based family activities during the school year.

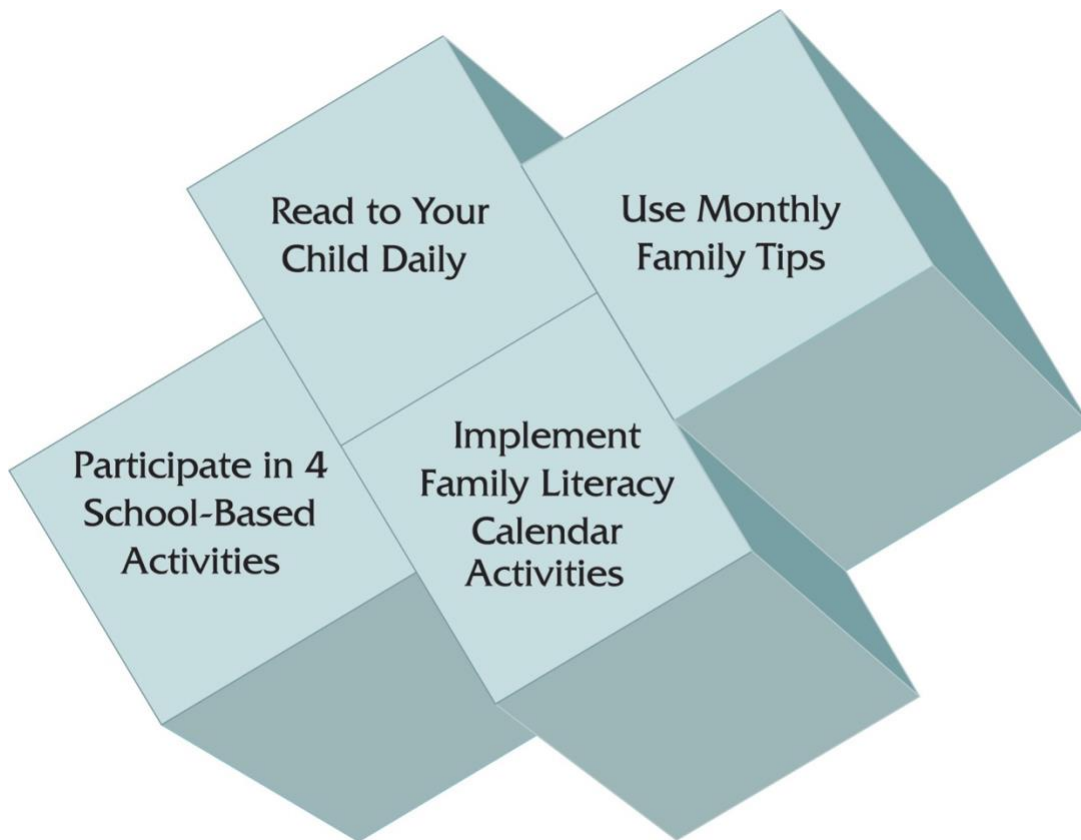


Figure 2 Family and Home Activities

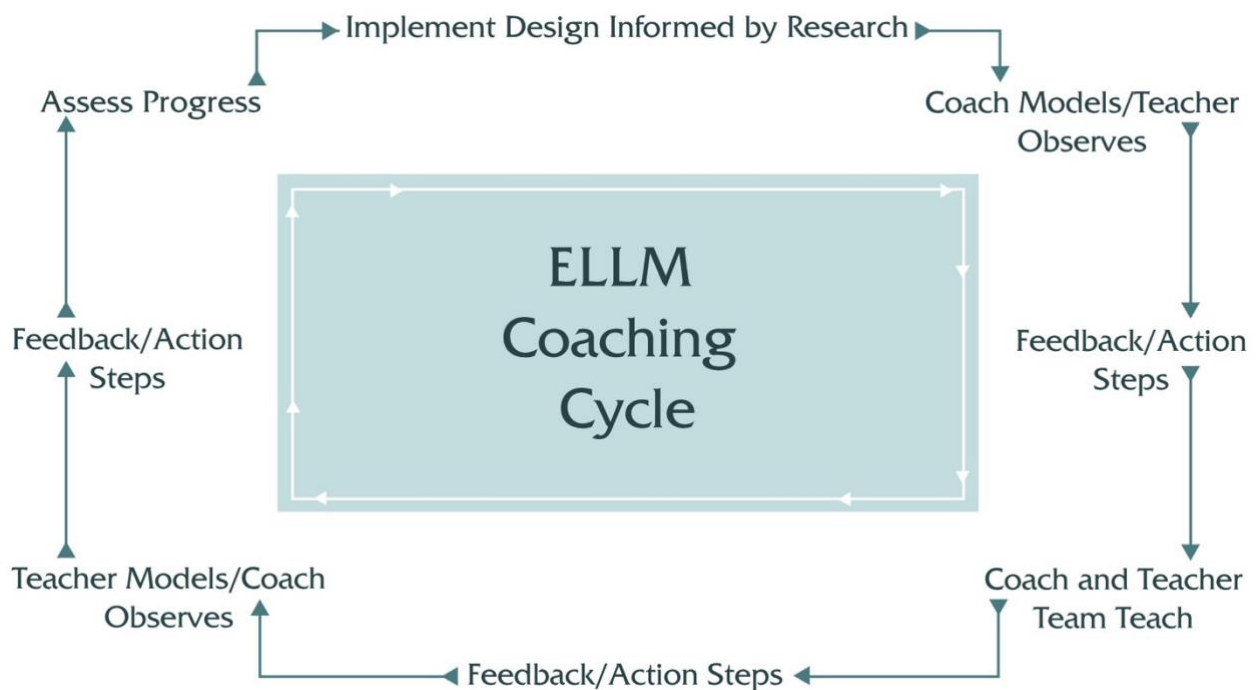
Of 2001/2002 ELLM teachers responding to a year-end survey 77% reported their communication with parents and families improved as a result of ELLM participation.

Professional Development Component, ELLM Coaching Cycle

ELLM's Professional Development component is implemented by ELLM literacy coaches. They provide support and resources, as well as the tools and strategies needed to help ELLM teachers develop new skills and knowledge impacting both curriculum content and classroom practice. As a first step, ELLM teachers participate in an intensive two-day literacy seminar that focuses on the implementation of the ELLM literacy curriculum.

The ELLM Coaching Cycle facilitates teachers' professional development. ELLM literacy coaches spend time each week in every classroom working side-by-side with ELLM teachers as they implement literacy-focused activities with their children.

Furthermore, ELLM literacy coaches organize four teacher get-togethers throughout the year to encourage networking and idea sharing.



As part of the ELLM Coaching Cycle in 2001/2002, ELLM literacy coaches provided 2090 classroom demonstration lessons, held 2704 teacher conferences, and conducted 1879 classroom observations.

Working Partnerships Component, ELLM Sites

Research on reform has shown that no system or organization working alone can develop and implement the classroom curriculum content and instructional practices necessary to improve children's achievement. Therefore, ELLM has working partnerships with community stakeholders to advance a shared vision of emergent literacy. The shared vision resulted in the implementation of ELLM in sites across six Florida counties.

The ELLM Implementation Team provides a forum that brings practitioners and researchers together to engage in shared problem solving and to overcome barriers, thereby advancing progress toward shared goals.



In 2001/2002 approximately 3500 preschool, kindergarten, and first-grade children from low-income families participated in ELLM classrooms; 189 teachers implemented ELLM in their classrooms; and 78 sites became ELLM partners.

2001-2002 ELLM Site Partners

Partner: University of North Florida
Florida Institute of Education
College of Education and Human Services

County: Duval
UNF Child Development and Research Center

Partner: Jacksonville Urban League Head Start

County: Duval
Fairfield Head Start Center
Fairway Oaks Head Start Center
Forest Park Head Start Center
Grant Memorial Head Start Center
Greater Macedonia Head Start Center
Hilltop Head Start Center
Lee Road Head Start Center
Little Angels Learning Center
Moncrief Head Start Center
Mt. Moriah Head Start Center
Mt. Sinai Head Start Center
Shands Head Start Center
The Bridge Head Start Center

Partner: Jacksonville Children's Commission

County: Duval
Aldridge Day Care
All About Kids, Inc.
All Saints Early Learning and Community Care Center, Inc.
Blue Starletts First Step Learning Center
Community Connections – Florence N. Davis Center
Cookie Jar, Inc.
First Coast Developmental Academy
For Your Child Only #3
For Your Child Only #4
Gateway Nursery and Kindergarten, Inc.
Holy Cross Preschool and Child Care Center
It's a Small World I, Inc.
It's a Small World II, Inc.
Kids Point of View Learning Center, Inc.
Kiz Express, Inc. Child Development Center
La Alpha Learning and Development Center – 29th
La Alpha Learning and Development Center – Soutel

La Petite Academy, Inc.
Lakewood Children's Academy
Lone Star Learning Center
Northside Center for Creative Learning, Inc.
Parsons Little Scholars Creative Childcare, Inc.
Playhouse of Fun and Knowledge II
Progressive Learning Center of Arlington, Inc.
Punkin Place Child Development Center
Rainbows and Ribbons Community for Underprivileged Children, Inc.
Stanton Preschool Center
Tempette Day Care Pavilion
The Oaks at Durkeeville Day School
The Salvation Army Child Development Center
Victory Land Child Care and Learning Center
YMCA DuPont

Partner: Faith-Based Child Development Education Alliance

County: Duval
Abyssinia Child Care Center
Normandy Village United Methodist Child Care Center
Oak Crest Child Care Center
St. Stephen's Child Care and Learning Center

Partner: Episcopal Children's Services

County: Baker
Baker County Head Start Center

County: Bradford
Midway Learning Center
Starke Head Start Center

County: Clay
Child Time Children's Center
Fox Meadow Learning Center
Gingerbread Head Start Center
Gingerbread Learning Center
Green Cove Springs Head Start Center
In Loving Hands Childcare, Inc.
Keystone Head Start Center
Lighthouse Head Start Center
Mulberry Lane Child Care
Ollie's Day Care, Inc.

Orange Park Preschool
Sugar-n-Spice Day Care Preschool

County: Duval
Exchange South Child Development Center
Link Head Start Center
Reddy Early Learning Academy
St. Catherine's Preschool

County: Nassau
Callahan Head Start Center
La Petite Academy of Fernandina
Peck Head Start Center
Sunshine Day Care

County: Union
Lake Butler Head Start Center

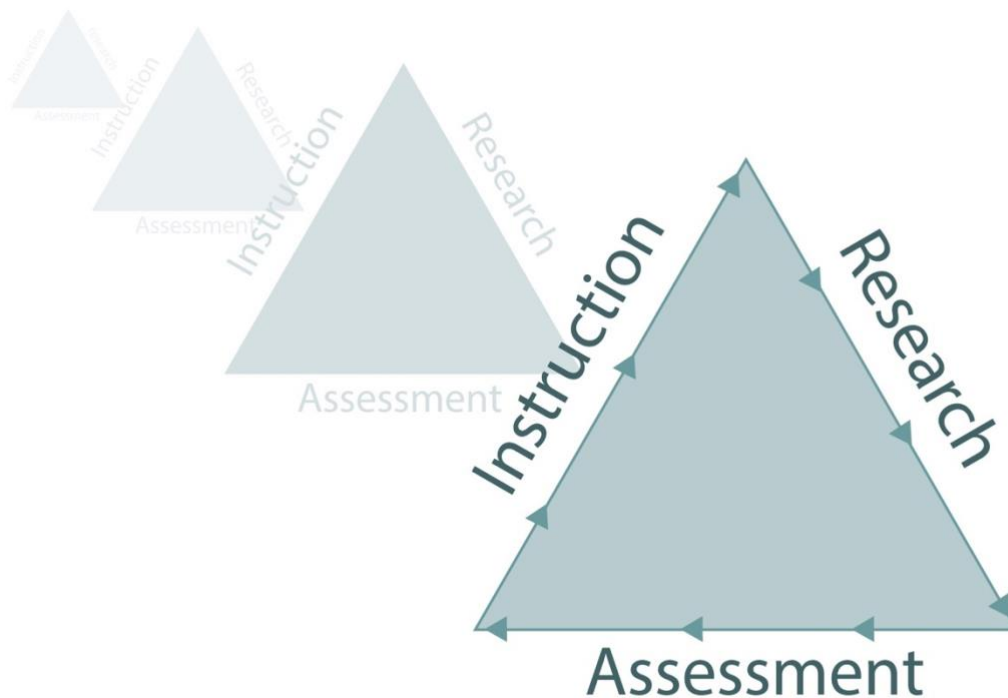
Partner: Duval County Public Schools Office of
Early Education and Intervention

County: Duval
Saint Clair Evans Academy School
Sallye B. Mathis Elementary School
West Jacksonville Elementary School
West Riverside Elementary School

Research and Evaluation Component, Research and Design

The Research and Evaluation component employs a utilization-focused design that responds to specific questions that influence implementation of ELLM and answers outcome questions. The design serves as a progression where assessment informs instruction and stimulates research which, in turn, focus assessment.

In the 2001/2002 school year, ELLM served a core group of sites that represents a microcosm of the possible childcare centers, and kindergarten and first-grade classrooms in faith-based and public elementary schools. The evaluation of ELLM serving this core group of sites is referred to as ELLM-F/S to indicate the fall/spring nature of the data. At the same time, ELLM expanded to serve more preschool sites located across northeast Florida counties and the evaluation of ELLM serving the expanded group of preschool sites is referred to as ELLM-W/S to indicate the winter/spring nature of the data. Beyond the expansion serving ELLM-W/S sites, ELLM grew once again and served even more preschool sites. The evaluation of ELLM serving this additional group of preschool sites is referred to as ELLM-S to indicate the spring only nature of the data. This report focuses on the ELLM-F/S data as they represent the traditional implementation and evaluation of ELLM. For a more detailed evaluation of ELLM see *Making a Difference 2001/2002: Executive Summary and Technical Report* at <http://www.unf.edu/dept/fie>.



Research and Evaluation Component, Assessment

Two instruments were used to measure children’s reading readiness, the Test of Early Reading Ability-Third Edition(TERA-3) and the Alphabet Letter Recognition Inventory(ALRI). The TERA-3 is a norm-referenced test that assesses three components of early developing reading skills: the Alphabet Subtest which measures familiarity with the letters of the alphabet and numerals; the Conventions of Print Subtest which measures discovery of the conventions used in reading and writing English; and the Meaning Subtest which measures recognition that print conveys information, ideas, and thought. A composite score, the Reading Quotient, is the sum of the three subtests c o res. The ALRI is an FIE developed test measuring children’s ability to recognize the upper- and lowercase letters of the alphabet. Both instruments are administered one-on-one to children in a pretest/posttest design.



“Children are learning more this year than ever before, due to ELLM.”

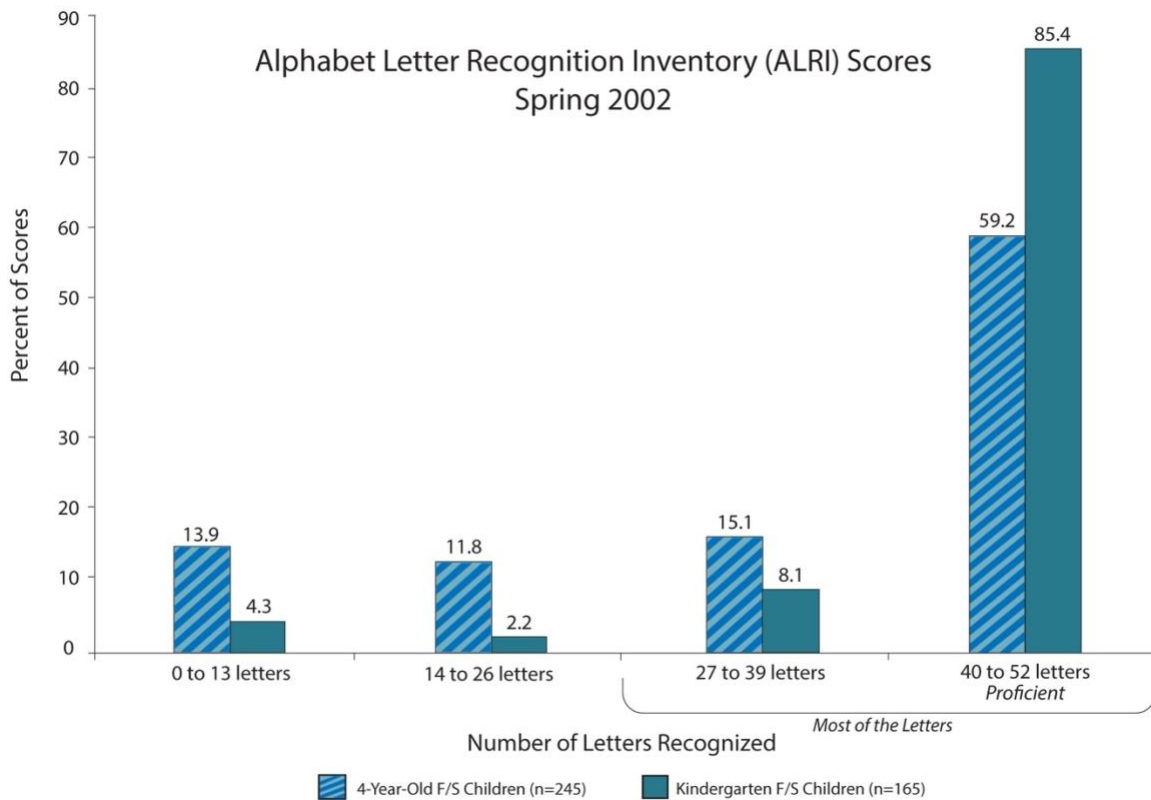
-ELLM Teacher 2001/2002

“I do a lot more with books - do activities after reading books and use books even if I’ve read them before - making my instruction more fun for the children and teaching more fun for me.”

-ELLM Teacher 2001/2002

Research and Evaluation Component, Alphabet Letters

ALRI scores are reported in four recognition categories: 0 to 13 letters, 14 to 26 letters, 27 to 39 letters, and 40 to 52 letters. The Early Childhood Longitudinal Study-Kindergarten (ECLS-K) provided national bench-marks for alphabet letter recognition. Scores were categorized as proficient if children recognized at least 75% of a random sample of upper- and lowercase letters.¹ Reports from the ECLS-K data found 66% of all children entering kindergarten in 1998 recognized most of the letters of the alphabet.² In this report, ALRI posttest scores of kindergartners are compared to the national proficient category. The percent of 4-year-old children who recognized most of the upper- and lowercase letters of the alphabet is compared to the 66% of all nation-ally sampled children entering kindergarten for the first time who recognized most of the sampled letters.



In the spring of 2002 85% of ELLM-F/S kindergarten children were proficient in the recognition of the letters of the alphabet. 74% of ELLM-F/S 4-year-old children recognized most of the letters of the alphabet and 59% were proficient.

1 U. S. Department of Education, National Center for Education Statistics. Early childhood longitudinal study, kindergarten class of 1998-1999: Data files and electronic codebook. NCES2001-028 {CD ROM} On-line ordering at <http://www.ed.gov?phus/edpubs.html>.

2 U.S. Department of Education, National Center for Education Statistics. Entering kindergarten: A portrait of American children when they begin school: Findings from the condition of education, Nickolas Zill and Jerry West, NCES2001-035, Washington DC: U. S. Government Print Office, 2001. Available at <http://nces.ed.gov/pubs2001/2001023.pdf>.

Research and Evaluation Component, Emergent Literacy

Because of the large sample sizes, small—even trivial—pretest/posttest differences might be statistically different. Therefore, to determine the importance of these differences, effect sizes are reported. Effect size is not influenced by sample size; therefore, it provides a benchmark for determining important differences across all studies. Effect sizes of 20% to 50% of a standard deviation reflect small, but meaningful differences. Effect sizes between 50% and 80% reflect medium differences, and effect sizes of 80% or higher reflect large differences.³

Because the evaluation of ELLM does not involve a comparison or control group, only medium or large effect sizes are attributed to the children’s participation in ELLM.⁴ Larger, small effect sizes (between 33% and 50%) are reported but the determination of whether or not this can be attributed to children’s participation in ELLM is left to the reader.

For each group of ELLM-F/S children, the table below provides TERA-3 Reading Quotient and TERA-3 Subtest effect sizes that may be attributed to ELLM participation. The medium and large effect sizes associated with the TERA-3 Alphabet Subtest clearly influenced the improved TERA-3 Reading Quotient scores. It is reasonable to attribute this improvement as well as the kindergarten improvement in the TERA-3 Conventions of Print Subtest and the first-grade improvement in the TERA-3 Meaning Subtest to the children’s participation in ELLM.


ELLM-F/S TERA-3 Reading Quotient and TERA-3 Subtest Effect Sizes

Age Category	Reading Quotient	Alphabet Subtest	Conventions of Print Subtest	Meaning Subtest
Aggregated	ø0	øø	ø0	-
4-Year-Old	ø0	øø	-	-
Kindergarten	ø0	øøø	ø0	ø0
First Grade	-	-	ø0	ø0

ø0 Denotes a larger, small effect size (between 33% and 50% of a standard deviation).

øø Denotes a medium effect size (between 50% and 80% of a standard deviation).

øøø Denotes a large effect size (more than 80% of a standard deviation).

 Denotes the effect can be attributed to the children’s participation in ELLM classrooms.

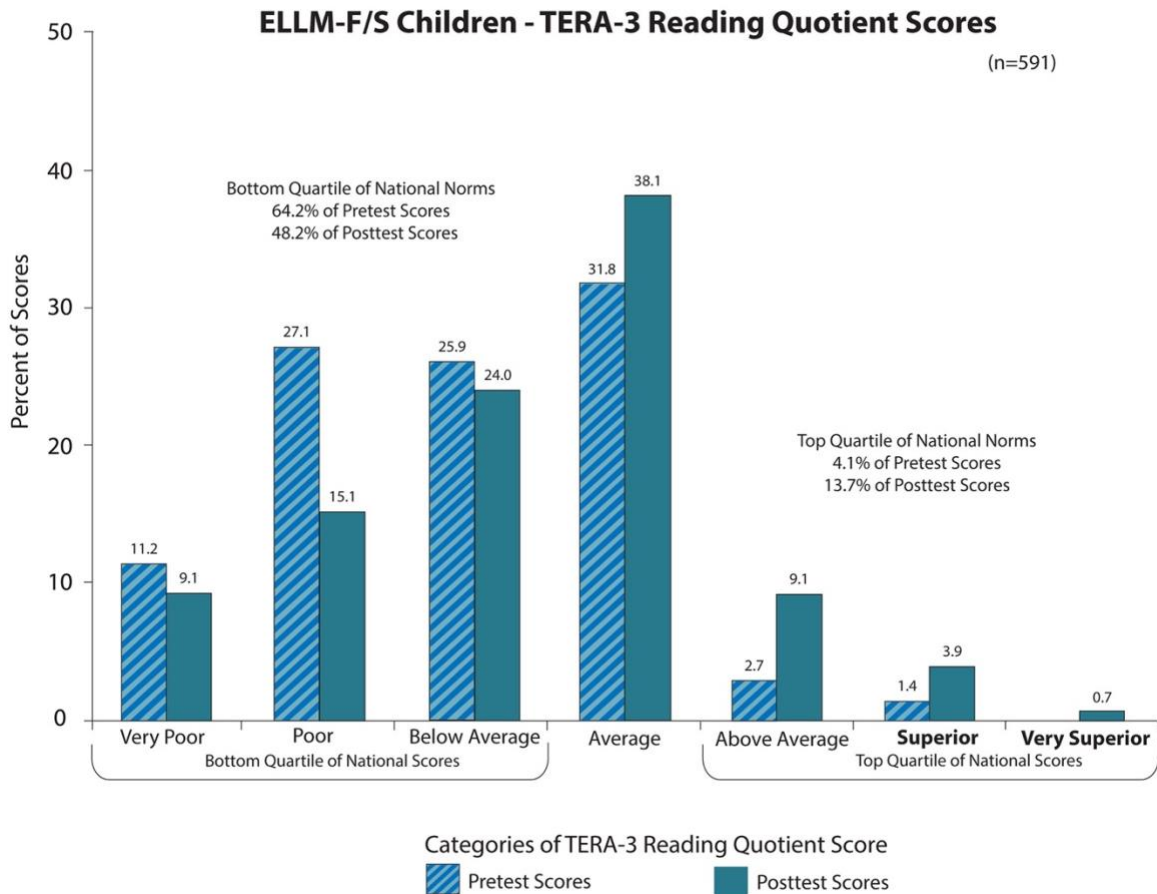
In 2001/2002, success attributed to participation in ELLM includes 4-year-old, kindergarten, & first-grade achievement on the TERA-3 Alphabet Subtest. kindergarten achievement on the TERA-3 Conventions of Print Subtest. first-grade achievement on the TERA-3 Meaning Subtest.

3 Note: Effect size is the mean difference relative to the standard deviation of the test. Detailed in Cohen, J. (1988). *Statistical power analysis for the behavioral sciences* (2nd ed.). Hillsdale, NJ: Lawrence Erlbaum Associates.

4 Note: Whitehurst and Massetti in a critique of Head Start, noted when evaluation designs lack control or comparison groups, small effect sizes of 20% to 25% should not be attributed to programs. Their critique may be found in Whitehurst, G. J. & Massetti, G. M. (in press). *How well does HeadStart prepare children to learn to read?* In E. Zigler & S. J. Styfco (Eds.), *The Head Start debates* (Friendly and otherwise)

Research and Evaluation Component, Emergent Literacy

To determine if improvement in reading readiness occurred across the ability continuum, TERA-3 Reading Quotient scores are displayed in seven major categories: three categories representing the lowest 25 percentiles, one category representing the middle 50 percentiles, and three categories representing the highest 25 percentiles.



In 2001/2002 changes in TERA-3 Reading Quotient pretest and posttest scores result in 16.0% fewer scores in the bottom quartile at post testing. 9.6% more scores in top quartile at post testing.

Research and Evaluation Component, Children's Status

Another way to view the ELLM-F/S children's improvement is to categorize their TERA-3 Reading Quotient scores as close to or above the national average (above average) or below the national average (below average). The above average category is delimited by a cut-off score of 94 which is the lowest score whose margin of error includes the national average score of 100. Comparing the pretest and posttest scores by these categories provides a more detailed description of the success of ELLM. Among ELLM pretest scores, 30% ranked above average and among ELLM posttest scores, 47% ranked above average.

Of the four possible combinations of above average and below average pretest and posttest scores; 48% ranked below average at both pretest and posttest; 25% ranked above average at both pretest and posttest; 5% ranked above average at pretest and below average at posttest; and 22% ranked below average at pretest and above average at posttest. The last category of scores symbolizes children with low initial status and high year-end status and paints the clear picture of ELLM success. Almost half of the above average posttest scores are from children whose initial status was below the national average score.



What gives me the most pleasure is seeing the teachers take off on their own. We provide the foundation, encourage them, and let them know they're doing good stuff. Then we stand back and watch them blossom."

-ELLM Literacy Coach 2001/2002

In 2001-2002 47% of the posttest scores ranked above average and, of that, almost half were from children with below average initial status.

Research and Evaluation Component, Informing Instruction

The table below presents TERA-3 effect sizes for ELLM F/S 4-year-old and kindergarten achievement by categories of pretest scores ranked as low or average among ELLM-F/S scores. The low category represents pretest scores ranked in the bottom quartile, and the average category represents pretest scores ranked in the middle two quartiles. Together these two categories represent about 75% of the pretest scores. The Alphabet and Conventions of Print effect size of 4-year-old and kindergarten children whose pretest scores ranked low or average are either medium or large and can be attributed to their participation in ELLM class-rooms. Additionally, the Meaning effect size of the 4-year-old children whose pretest scores ranked low are large and can be attributed to their participation in ELLM classrooms.

The improvement in 4-year-old and kindergarten posttest scores of children whose pretest scores ranked low is no accident. A function of the Research and Evaluation component is to inform instruction. In particular, the ELLM literacy coaches and practitioners use TERA-3 pretest scores to select children for targeted instruction in phonemic awareness. The children with TERA subtest scores ranked low are typical of the selected children. ELLM was extraordinarily effective among this group of children. In fact, at pretest, only five percent of these children had Alphabet Subtest scores ranked average or higher, while at posttest 51% of their scores ranked average or higher.

Age Group	Effect Size for Low Pretest*	Effect Size for Low Pretest*	Effect Size for Low Pretest*	Effect Size for Average Pretest	Effect Size for Average Pretest	Effect Size for Average Pretest
Subtest	AL	CN	MG	AL	CN	MG
4-year-olds	∅∅	∅∅	∅∅∅	∅∅∅	∅∅	∅∅
Kindergartners	∅∅∅	∅∅	-	∅∅∅	∅∅	-∅∅

*Scores typical of children selected for targeted instruction in phonemic awareness.

AL is the Alphabet Subtest.


CN is the Conventions of Print Subtest.

MG is the Meaning Subtest.

∅∅ Denotes a larger, small effect size (between 33% and 50% of a standard deviation).

∅∅∅ Denotes a medium effect size (between 50% and 80% of a standard deviation).

∅∅∅∅ Denotes a large effect size (more than 80% of a standard deviation).

 Denotes an effect that can be attributed to the children's participation in ELLM classrooms.

In 2001/2002, the success of children selected for targeted instruction in phone-mic awareness that can be attributed to their participation in ELLM includes 4-year-old achievement on all TERA-3 subtests. kindergarten achievement on TERA-3 Alphabet and Conventions of Print subtests.

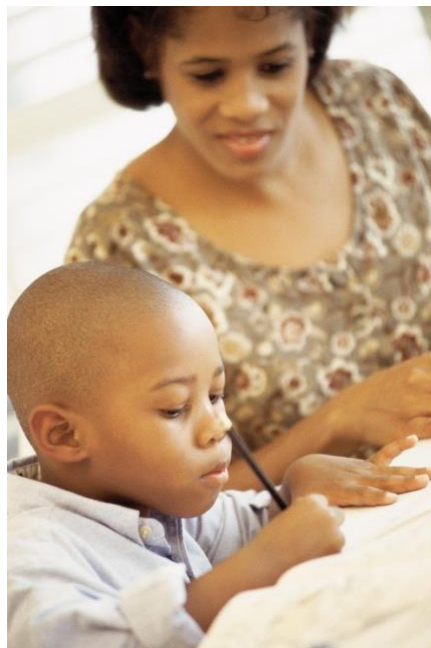
Research and Evaluation Component, Future Considerations

Results from the Evaluation and Research component have identified at least three areas for future consideration.

The 2001/2002 TERA-3 pretest scores of 4-year-old children indicate a significant difference between the scores of girls and boys, with girls scoring higher. This gender gap is well researched among older children, but has not been widely researched among children this young. Furthermore, almost 60% of all ELLM children selected for targeted instruction in phonemic awareness were boys. However, there was no gender gap in ELLM's effectiveness – ELLM was equally effective with boys and girls.

ELLM kindergarten children did not acquire the skills measured by the TERA-3 Meaning Subtest as quickly as their peers in the TERA-3 national norming population. This finding, coupled with a growing body of reading research, has focused ELLM's attention on emergent comprehension, and ELLM researchers are developing strategies to strengthen this block.

ELLM researchers continue to study 4-year-olds' recognition of the upper- and lowercase letters of the alphabet and the relationship of that recognition to emergent literacy.



“I think the biggest thing ELLM has done for me is to provide activities in a very organized, easy-to-read way. So I've taken a lot of the activities, a lot of the poems, and a lot of the games and used them in my skills block.”

-ELLM Teacher 2001/2002

“The most interesting thing about ELLM for me was realizing what a difference I can make.”

-ELLM Teacher 2001/2002

A Backward Glance, Historic Profile

The following tables reflect the success of ELLM over the past three years, a period of time that witnessed three-fold growth of ELLM.

Growth

Year	1999-2000	2000-2001	2001-2002
Children served	1250	1082	3500
Teachers	69	62	189
Sites	15	14	78
Children with pretest/posttest scores	488	603	1412

Effectiveness

TERA-2/TERA-3*

Year	1999-2000	2000-2001	2001-2002
All ELLM Children	n=488	n=603	n=591 Δ
Fall Reading Quotient Scores	94.83	92.00	85.21
Spring Reading Quotient Scores	105.32	100.44	91.54
Effect Size	0.57	0.56	0.42

ALRI

Year	1999-2000	2000-2001	2001-2002
Preschool Children	n=123	n=326	n=245 Δ
Most \emptyset	78.8%	75.1%	74.3%
Spring Reading Quotient Scores	105.32	100.44	91.54
Kindergarten Children	n=203	n=292	n=165 Δ
Proficient\diamond	89.7%	84.6%	85.4%

Quality

Year	1999-2000	2000-2001	2001-2002
Number of literacy coach classroom demonstrations per teacher	N/A $^\circ$	13.5	11.1
Number of literacy coach classroom observations per teacher	N/A $^\circ$	6.1	9.9
Number of Literacy coach/classroom teacher conferences per teacher	N/A $^\circ$	7.0	14.3

Year	1999-2000	2000-2001	2001-2002
Teachers who read aloud to their class daily	98%	91%	91%
Teachers who used ELLM Literacy Packets	97%	100%	98%
Teachers who used ELLM Literacy Standards	N/A $^\circ$	91%	100%
Teacher/parent communications improved as a result of ELLM participation	N/A $^\circ$	60%	77%

* TERA-2 was used to evaluate ELLM in 1999/2000 and in 2000/2001; TERA-3 was used in 2001/2002.

Δ ELLM-F/S Children.

\emptyset Most represents recognizing at least 50% of the upper- and lowercase letters.

\diamond Proficient represents recognizing at least 75% of the upper- and lowercase letters.

$^\circ$ Data were not available

A Backwards Glance, Summary

The historic profile of ELLM presents compelling evidence, obtained through rigorous evaluation, of ELLM's success. During this time, ELLM tripled in size in terms of the number of children served while the effectiveness of ELLM, as measured by the ALRI and TERA-2/TERA-3, remained constant. The Reading Quotient effect size is smaller in 2001/2002, but the TERA-3 scores are standardized using a different, updated norming population; therefore, slight variations in the standardized scores are expected. ELLM program quality, as measured by the e a r-end teacher surveys and monthly coaching reports, improved. Of particular note is that a larger percent of teachers in 2001/ 2002 reported better communications with parents as a result of ELLM participation and that the number of reported literacy coach/ teacher conferences per teacher doubled in 2002. Clearly ELLM lost no quality as it expanded to serve substantially more children in 2001/2002.



“When I implemented ELLM activities, the teacher next door would hear something going on and come over and take pictures. She was excited about my children's learning.”

-ELLM Teacher 2001/2002

Over the past three years ELLM tripled the number of children served. ELLM's effectiveness remained constant. ELLM lost no quality as it expanded to serve more children.

A Forward Vision, Conclusion

ELLM will adjust to future expansion across Florida by transitioning its focus to a more global form of capacity building over the next few years. Additionally, researchers will fine-tune the Research and Evaluation component in ways that acknowledge the effectiveness of ELLM as an early literacy curriculum and instructional support system.

In 2002, the U.S. D.O.E. awarded the Florida Institute of Education \$3.1 million over four years to expand and rigorously evaluate ELLM through the Preschool Curriculum Evaluation Research (PCER) grant. The PCER grant calls for the implementation of ELLM in Bay, Miami/Dade, and Duval counties beginning in the 2002/2003 school year and will longitudinally follow children, their teachers, and their parents for three years. ELLM researchers will investigate the ELLM Coaching Cycle to determine if there is an optimal effect over time.

Additional expansion occurs as ELLM's success story spreads across Florida and agencies request to become ELLM partners. This type of expansion often decentralizes control and places ELLM developers, implementers, and researchers in training and consulting roles while allowing partners to form their own research and evaluation designs. ELLM researchers foster an ongoing evaluation atmosphere among the decentralized partners by actively participating in evaluation capacity building.

Acknowledgement of ELLM's success shifts the focus of evaluation away from documenting success toward monitoring ELLM to sustain program quality. Because assessment of ELLM children requires one-on-one testing, assessment of all ELLM children is a considerable strain on resources. The expansion of ELLM necessitates assessing a random sample of children to ensure program quality. However, all children in a core group of ELLM classrooms that represent a microcosm of early childcare and learning programs will be assessed. The results will be used to contribute to knowledge about children's early literacy and learning development.

ELLM stakeholders (developers, researchers, partners, coaches, and teachers) are proud of their successes. Because of the stakeholders' resolve to realize their shared vision of emergent literacy, more teachers are engaging in high-quality on-going professional development and more children from low-income families are engaging in high-quality literacy and learning experiences. The expansion of ELLM will more broadly share this vision and offer even more children, teachers, and families high-quality experiences. The challenge for ELLM stakeholders is to manage expansion without losing clarity of the vision or quality in any of the five components that interact to form ELLM.

The challenge - To more broadly share the ELLM vision of emergent literacy without losing either its clarity or program quality.

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