

Early Phase Competition -- Absolute Priority 2 (General)
The Curators of the University of Missouri Special Trust
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Talk to Read: A Culturally Responsive Approach to Literacy Recovery

ABSTRACT

Talk to Read: A Culturally Responsive Approach to Literacy Recovery The Curators of the University of Missouri, including the eMINTS National Center, and Mountain View - Birch Tree R-III School District (LEA) propose an **Early-Phase** project to address **Absolute Priorities 1** (Demonstrates a Rationale) and 2 (General--field-initiated innovations), and **Competitive Preference Priorities 2** (Focus on Underserved: Impact of Covid, Rural) and 3 (Promote Equity: Culturally and linguistically responsive). As we emerge from the pandemic, Talk to Read seeks to support second-graders' literacy learning recovery among underserved and rural populations at the intersection of three proven strategies: Language Experience (LE), Speech Recognition (SR) technologies, and eMINTS professional development. For decades, LE has been used effectively to support literacy learning while advancing equity. However, there are critical barriers to implementing LE in classrooms. Field studies 1) indicate SR can be used innovatively to mitigate these barriers and 2) reveal pedagogical insights. eMINTS will provide 40 hours of collaborative, job-embedded, and sustained PD. Goals include: 1) develop a replicable PD model for the intervention; 2) increase teacher efficacy and effectiveness; and 3) increase student sight word fluency, sight vocabulary, and reading comprehension. American Institutes for Research (AIR) will evaluate a development phase of 6 pilot schools with 12 teachers and 240 students and then an efficacy phase with randomized controlled trials in 40 schools with 80 second-grade teachers and 1,600 students in underserved, high needs rural schools where at least 40% of students are eligible for free and reduced-price lunch. The study is designed to meet WWC Standards Without Reservations and generate novel evidence and recommendations for policymakers, practitioners, and literacy researchers who are eager to improve the educational outcomes of high-needs students.