

## **Mission Statement**

First, we were able to refine our mission statements, which is shown below.

*We are an interdisciplinary center for the study of lifespan language and literacy across diverse populations and contexts, both regionally and globally, with the commitment to:*

- *Engage in basic and applied research in language and literacy,*
- *Develop and apply innovative research and assessment methodologies to solve complex problems,*
- *Identify and promote best practices in language and literacy, and*
- *Provide evidence-based outreach that generates results.*

## **Strands of research expertise**

Second, we were able to discuss the research strands identified by the internal team and to develop an initial assessment of how participants viewed themselves as reflecting expertise, desiring to learn, and existing/past funding related to the strands.

### ***Brief descriptions of each strand***

*Acquisition of and transitions in language and literacy.* This strand encompasses scholars who study the process of typical and atypical language acquisition with a common interest in examining the range of factors that contribute to the acquisition of and transition between oral and literate language.

*Processing of language and literacy.* This strand encompasses scholars interested in how general psychological processes support language and literacy activities across a broad variety of context and tasks (e.g., reading, engaging in social interactions).

*Influences on language and literacy.* Scholars in this strand are interested in understanding how factors outside of the individual affect how the process language in the context of communication (expressive or receptive) and reading (texts and other types of documents).

*Assessment and interventions for language and literacy.* This strand reflects an agenda to accurately assess strengths and weaknesses of learners with respect to language and literacy and to design and match intervention accordingly.

*Methodologies for studying language and literacy.* This theme will encompass both the development and application innovative research and analytic methods to study complex and evolving language and literacy development and communication in educational, home, and community contexts.

*Strand of Expertise Inventory (out of 21 respondents)*

	Have Knowledge/Experience	Desire to Develop Knowledge/Exp	Conducted Research	Undertaken Outreach	Received Funding
1. Acquisitions & transitions	14%	4%	7%	6%	4%
2. Processing	12%	9%	6%	1%	3%
3. Influences	16%	5%	11%	7%	4%
4. Assessment & Intervention	17%	5%	15%	9%	8%
5. Methodologies	12%	9%	10%	2%	1%

**Potential funding sources for CISLL endeavors**

Third, we were able to identify funding sources that should be explored for the scholarly and outreach endeavors among the members of CISLL, and these are summarized below

<b>FEDERAL FUNDING SOURCES</b>	<b>FUNDING PRIORITIES</b>	<b>WEBSITE</b>
The Institute of Education Sciences	Reading and Writing Teacher Quality – Reading and Writing Interventions for Struggling Adolescent and Adult Readers and Writers	<a href="http://ies.ed.gov/funding/">http://ies.ed.gov/funding/</a>
National Institute for Child Health and Human Development	Child Development and Behavior Branch including: Language, bilingualism, and biliteracy Reading, writing, and related learning disabilities	<a href="http://www.nichd.nih.gov/">http://www.nichd.nih.gov/</a>
National Science Foundation	Advanced Technological Education (ATE); Course, Curriculum & Laboratory Improvement	<a href="http://www.nsf.gov/funding/">http://www.nsf.gov/funding/</a>

	(CCLI); Division of Behavioral & Cognitive Sciences – Psychological & Language Sciences; Engineering Education Centers; Research on Learning in Formal and Informal Settings; Division of Human Resource Development; Research in Disabilities Education;	
Funding for the Improvement of Post-Secondary Education (FIPSE)	Post-secondary education, including literacy	<a href="http://www.ed.gov/about/offices/list/ope/fipse/howtoget.html">http://www.ed.gov/about/offices/list/ope/fipse/howtoget.html</a>
Workforce Investment Act	Grants and Contracts for workplace literacy and ESL education for adults	<a href="http://www.doleta.gov/grants/">http://www.doleta.gov/grants/</a>

<b>STATE AND LOCAL FUNDING SOURCES</b>	<b>FUNDING PRIORITIES</b>	<b>WEBSITE</b>
Illinois State Board of Education	Training grants	<a href="http://www.isbe.state.il.us/funding_opps/htmls/rfp.htm">http://www.isbe.state.il.us/funding_opps/htmls/rfp.htm</a>
Contracts from Local Education Authorities and State Education Authorities that are receiving Federal Stimulus Money	Teacher Professional Development and Coaching	
Title III	Bilingual and ESL education professional development for teachers	<a href="http://www.isbe.net/bilingual/htmls/consolidated_application.htm">http://www.isbe.net/bilingual/htmls/consolidated_application.htm</a>
National Education Association Foundation	Education	<a href="http://www.neafoundation.org/grants.htm">http://www.neafoundation.org/grants.htm</a>
DeKalb County Community Foundation	Education	<a href="http://www.dekalbcountyfoundation.org/index.html">http://www.dekalbcountyfoundation.org/index.html</a>

<b>FOUNDATION FUNDING SOURCES</b>	<b>FUNDING PRIORITIES</b>	<b>WEBSITE</b>
Grand Victoria	Expanding educational opportunities for children in the areas served by the Grand Victoria	<a href="http://www.grandvictoriafdn.org/">http://www.grandvictoriafdn.org/</a>
Spencer Foundation	Education and social opportunity  Teaching, learning, and	<a href="http://www.spencer.org/content.cfm/research">http://www.spencer.org/content.cfm/research</a>

	instructional resources	
PEW Charitable Trust	Health and human services Pre-K Education Generation Next (ages 16-25)	<a href="http://www.pewtrusts.org">www.pewtrusts.org</a>
Verizon Foundation	Education and Literacy	<a href="http://foundation.verizon.com/">http://foundation.verizon.com/</a>
Walmart / Semillas	Education for Latinos	<a href="http://www.edexcelencia.org/programs/what_works/#focus">http://www.edexcelencia.org/programs/what_works/#focus</a>

There may also be opportunities to secure funding from internal sources.

We will be providing more information on these sources (e.g., links to RFA's, deadlines, summaries of programs) on the CISLL website.

### **Research Opportunities Discussion/Groupings**

Fourth, we were able to identify several potential areas of research interest that will be leveraged in various near term activities (e.g., seminar series, round tables), highly fundable, and appropriate for multidisciplinary collaborations. These are summarized below.

#### Area 1: Response to Interventions (RTI)

Includes assessing the impact of interventions K-12 and teacher training and support (e.g., literacy coaching).

#### Area 2: English Language Learning (ELL)

Includes understanding psychological processing under different reading situations, and assessing the impact of instruction, & intervention.

#### Area 3: Secondary, Postsecondary, and Adult Literacy

Includes understanding psychological processing under different reading situations (e.g., reading for understanding, reading for a purpose, reading in the disciplines) and assessing the impact of instruction & intervention. This research will involve understanding both students at risk and not at risk. There is a great potential to make an impact on understanding the transition of at risk students from high school to developmental programs (e.g., CHANCE), from these programs to mainstream college course work, and finally from college to workplace

#### Area 4: Transition from oral language development to literacy development

Includes understanding psychological processing that underlie different developmental trajectories, and assessing the impact of instruction & intervention. This research may focus on addressing important unresolved questions such as what are the differences between typical L2 acquisition and language disorders.

#### Area 4: E-learning, new literacies, 21<sup>st</sup> century skills

Includes understanding how language and literacy processes influence and are influenced by the variety of E-learning programs, practices, and initiatives, and the influences of

new literacies that involve language and literacy practices with new forms of learning (online and other), and the interactions of new literacies and 21<sup>st</sup> century skills..

Area 6: Teacher preparation/professional development

Includes research assessing the impact of teacher support programs (e.g., literacy coaching) and can take advantage of university-school partnerships.

Area 7: Parent education & involvement

Includes understanding the outcomes of various parent education programs, support systems, and interventions on early childhood language development, student literacy development and achievement, as well as on parent outcomes. This research may focus on both diverse and mainstream families.

Finally, although we were able to describe several near term activities pertaining to increasing grant submissions, professional development, dissemination of research, and the certificate of graduate studies, we did not have time to start the process of setting up committees for each of these endeavors. Very shortly, we will be soliciting volunteers to serve on these committees.