

Hazel Miller Croy Reading Center
Self-Study, 2017

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College of Education, Department of Literacy and Reading Education

Hazel Miller Croy Center Location: EC24

Year Established, 2010

First Self-Study Review, 2017

2. Hazel Miller Croy Mission and Goals

Our Mission:

- Advance teacher professional knowledge related to literacy development and instruction;
- Deliver reading intervention and assessment services to school-age children in the community;
- Offer a platform for alumni to serve the community and further their own professional development;
- Provide a venue and support for faculty research.

Goals:

- Advance teacher professional knowledge with regard to literacy development and instruction and maintain advanced rating on the exit survey
- Offer services year-round; Clinical practicum offered fall/spring, Literacy Camp offered summer, Assessment services offered year-round
- Involve alumni as tutors, assessment providers, and summer camp mentors for classroom teachers
- Conduct and publish innovative research related to the services provided in the Hazel Miller Croy Reading Center

Alignment to University and COE Mission and Goals

The Hazel Miller Croy Reading Center aligns with several CSUF goals. Specifically, the Center addresses CSUF Goal Number II, *Provide high quality programs that meet evolving needs of our students, community and region* and COE Goal 1, *Develop and Maintain a curricular and co-Curricular that prepares innovative educators who participate in our global society as partners, models, advocates, for just, equitable, and inclusive education*. The Center is a space where graduate candidates, alumni and faculty work with diverse children from the community who need specialized assistance with literacy development. Graduate candidates complete the last course for their professional certification by conducting assessment and intervention under the supervision of Department faculty. The Center is also a space where graduate candidates can develop and integrate their knowledge of diverse populations, professional ethics, teamwork and leadership while making a meaningful contribution to their community.

In addition, the Center aligns with University Goal Number III, *to enhance scholarly and creative activity*. The services that the Center provides allow faculty and graduate candidates the opportunity to

conduct research and innovate new and creative practices to meet the needs of children in the Orange County area. In addition, the Center has moved beyond its' physical space allowing faculty to research innovative practices in the local community in partnership with teaching professionals. Also, these partnerships have led to funding opportunities with local school districts which meets COE Goal 4, *Increase revenue to support the College mission of preparing and developing innovative and transformative educators.*

3. Hazel Miller Croy Reading Center Activities

One-on-One Intervention:

- Individual and small group literacy instruction provided for K-12 students by MS READ alumni and graduate candidates. Services are provided to community members by request on the Hazel Miller Croy website.
- Summary of assessments and intervention provided to parents by MS READ alumni and graduate candidates.

Assessment Services:

- Individual reading and writing assessment provided by MS READ alumni for K-12 students on request by community members through the Hazel Miller Croy website.
- Summary of assessments and intervention provided for parents by MS READ alumni and graduate candidates

Private Tutorial Services:

- The Hazel Miller Croy Reading Center maintains a "*for hire*" list of highly qualified alumni reading specialists in the southern California area who can accommodate a variety of reading and literacy instruction needs.

Community Partnerships:

- Summer Literacy Camp (Summer College 4 Kids): In partnership with the Orange Unified School District, the Hazel Miller Croy Reading Center has provided summer literacy intervention for children in the district for the past two years.
- A primary focus of the Summer Camp was to increase the professional knowledge of the teachers in Orange Unified. The camp provided a "in the moment" laboratory for teacher development with supervision by Department of Literacy and Reading Education faculty and alumni.

Community Impact

Community Impact	2008-2016*
Students provided intervention services at the Center	243
MS candidates participating in Center services	213
Assessments provided to community students through READ 516	207
Assessments provided to community students by alumni services	19

**Summary of Activities conducted by the Center. As this is the first self-study we include data from the Center's inception.*

4. Organizational Structure and Governance

Organizational Structure and Governance: The Hazel Miller Croy Reading Center currently has a Director and Associate Director who are responsible for the day-to-day operations, annual reporting, and oversight of research activities. These individuals are appointed by the Department in consultation with the Dean of the College of Education.

Center intervention on-campus services are primarily provided by graduate candidates who are supervised by CSUF faculty. Additional intervention and assessment on-campus services are provided by CSUF READ alumni who are hired and supervised by the Associate Director. These positions are funded by Center fees.

Center off-campus activities are provided under the supervision of the Center Director working in unison with CSUF faculty and alumni in partnership with local principals and teachers. These services are funded through ASC grant/contracts.

Advisory Board: Since its' inception in 2010, the Director has met with and reported annual activities to the Endowment Committee as well as the Dean and University. Donors and community members receive an annual report detailing current and planned activities. It is the goal of the Director and Associate Director to establish an advisory board by the end of 2017.

5. Resources and Sustainability

Accounts Managed by the Hazel Miller Croy Center Director and Associate Director:

	2014	2015	2016
HMC Endowment (CSFPF)	\$59,191.75	\$58,260.22	\$54,121.00
HMC Distribution (CSFPF, 85067)	\$3,951.80	\$6,263.99	\$3,649.00
Reading Center Account (9605)	\$2,932.66 (6.2014)	\$5,028.82 (6.2015)	\$3,517.02 (6.2016)
Project Jeremy (81003)	\$1,710.00	\$1,710.00	\$1,710.00
Total	\$67,786.21	\$69,553.03	\$62,997.02

Revenue/Expenses: Income and expenses vary by number of community children served and number of graduate candidates available to provide services.

Income	Spring 2014	Fall 2014	Spring 2015	Fall 2015	Spring 2016	Fall 2016
Center fees	\$1200	\$3090	\$1500	\$3450	\$1710	\$2400
Assessment fees	\$850	0	\$375	\$500	\$1500	0
Scholarships (from Croy foundation and other community sources)	\$600	\$810	\$725	\$1290	\$990	\$1200
Outside solicited grants/contracts (26% indirect costs)	\$0	\$0	\$10,000 * 26%= \$2,600	\$10,000* 26%= \$2600	\$0	\$36,000* 26%= \$9360
Subtotal per semester	\$2650	\$3900	\$5200	\$5240	\$4200	\$12,960
Total per year		\$6550		\$10,440		\$17,160

Expenses	Spring 2014	Fall 2014	Spring 2015	Fall 2015	Spring 2016	Fall 2016
Employee Expenses:						
Center tutors	\$990	\$990	\$3960	\$990	\$2970	\$2970
Assessors	\$510	0	\$420	\$420	\$1260	0
Supervisor	0	0	\$390	0	0	0
Other expenses:						
Books and materials	\$100	\$100	\$100	\$100	\$100	\$100
Subtotal per semester	\$1600	\$1090	\$4770	\$1510	\$4330	\$3070
Total per year		\$2690		\$6280		\$7400
Center Revenue		\$3860		\$4160		\$9760

Additional Resources:

Assigned time: 2 units per academic year (2014-2016) from COE Dean's office for Associate Director.

Community volunteer hours: 25 - 100 per semester (OLLI, graduate candidates in other courses)

Graduate candidate unpaid services: As a course requirement for READ 581 graduate candidates spend 26 hours in the HMC Center providing intervention and assessment services to children from the community. The amount of service time varies by semester depending on the number of graduate candidates enrolled in READ 581. During this 3 year period (2014-2016) the number of candidates participating varied so the total number of hours of service ranged from 0-286 hours.

Assigned space: EC 24 from 2-5 hours per week, assigned by COE, there are no costs incurred related to this space

Sustainability: The Center is sustainable based on the current model of charges per service, support from COE, and outside donations to the Croy Foundation. In order to expand and fulfill the goals of extending the mission we need to seek more support from COE, pursue grants, and pursue donors to the foundation.

6. Highlights and Accomplishments

One-on-One Intervention:

- 108 community children received Individual and small group literacy instruction provided by MS READ alumni and graduate candidates.
- Special Center Events for children in the one-on-one intervention program included:
 - Center children participated in the R.E.A.D therapy animal program, where they read to a visiting therapy dog.
 - Center children created and performed a readers' theatre on jazz artists using books donated from The CSUF Jazz Alliance.
 - OLLI volunteers provided extra assistance and support to the children participating in the Center.

Assessment Services:

- 106 Individual reading and writing assessment provided by MS READ alumni for K-12 students on request by community members through the Hazel Miller Croy website.

Community Partnerships:

- Summer Literacy Camp (Summer College 4 Kids): In partnership with the Orange Unified School District, the Hazel Miller Croy Reading Center has provided summer literacy intervention for children (111 children total) in the district for the past two years and this semester (SP17) is providing an After School College for Kids.
- A primary focus of the Summer College was to increase the professional knowledge of the teachers in Orange Unified. Over the past two years, the Summer College and After School program have supported 40 teachers in the Orange Unified School District.

7. Planning and Strategic Outlook

1. Maintain Current Services
 - a. Fee for services has been increased (\$300 per student for 12 literacy intervention sessions, \$250 per student for assessment and report, scholarships offered on a case-by-case basis). When literacy intervention services are provided by graduate student all intake is revenue.
 - i. Alumni provide services at \$30 an hour, for two children vs one-on-one (approximately \$400 service, intake \$600, revenue \$200)
2. Create Advisory Board
 - a. to provide feedback and support for services
 - b. to assist with fundraising

3. Grow Endowment
 - a. continue partnership with local organizations, Orange County Reading Association and Reading Educator's Guild which increase outreach and funding opportunities
 - b. Continue to provide annual report to donors

4. Increase Research; specifically research which includes graduate students
 - a. Look for research funding opportunities which would allow for assigned time for Center Director to focus on research

5. Increase District Partnerships
 - a. Afterschool Literacy programs
 - b. Summer Literacy programs