



**Hazel Miller Croy Reading Center**

**Self-Study, 2024**

**Years: 2017-2023**

Prepared by:

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Center Director

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College of Education, Department of Literacy and Reading Education

Hazel Miller Croy Center Location: EC24

Center Established: 2010

Year of Last Review: 2016

Report Submitted: March 15, 2024

## **Hazel Miller Croy Reading Center 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 regarding literacy development and instruction
- Clinical practicum offered fall/spring, literacy camp offered in the summer, assessment services offered year-round, community response to applications and current tutor lists
- Involve alumni as tutors, assessment providers, and summer camp teachers for high needs children in the community
- Conduct and publish innovative research related to the services provided in the Center

## **Alignment to University and COE Mission and Goals**

The Hazel Miller Croy Reading Center aligns with many CSUF goals, past and present. Our mission is transforming *lives through innovative and quality education* (Fullerton Forward Mission). Specifically, the Center addresses Fullerton Forward Goal, *Enhance Support for Student Access, Learning and Academic Success* 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. Each semester we *create high-impact experiential learning opportunities* (FF, Obj. 1.2) for graduate candidates completing their final practicum. These 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. Additionally, we support graduate students in becoming literacy specialists as well as helping undergrad future teachers with reaching their professional goals of going into the teaching field. These are “high-impact learning opportunities” that meet Fullerton Forward Goal 1, Objectives 1.2 and 1.3 (mentoring program).

In addition, the Center aligns with the former University Goal Number III, *to enhance scholarly and creative activity* and the Fullerton Forward current goal to *Enhance Support for Student Access, Learning, and Academic Success*. 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 through various partnerships. Also, these partnerships have led to funding opportunities which meets COE Goal 4, *Increase revenue to support the College mission of preparing and developing innovative and transformative educators* as well as Fullerton Forward Goal 4, *Expand and Strengthen Physical and Financial Capacity and Community Relations*. See Appendix, Table 1 for the Center’s Strategic Plan.

## **Hazel Miller Croy Reading Center Activities**

Over the last 7 years, the Center has impacted over 1,000 people. Table 2 (in the Appendix) highlights the number of people who have been impacted in the community over the last 7 years as the direct result of Center activities.

### **One-on-One Targeted Literacy Intervention:**

- Individual and small group literacy instruction provided for K-12 students by Literacy and Reading Education alumni and graduate candidates. Services are provided to community members by request on the Hazel Miller Croy website.
- Summary of assessments and targeted instruction with a humanizing approach provided to parents by LRE alumni and graduate candidates.

### **Assessment Services:**

- Individual reading and writing assessment provided by MS LRE 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 LRE alumni reading specialists in the Southern California area who can accommodate a variety of reading and literacy instruction needs. This list is shared when requested by community members who find us by searching online or by word of mouth.

### **Community Partnerships/Outreach:**

- Summer Literacy Camps (Ready, Set, Read!): In partnership with CSUF's Center for Healthy Neighborhoods and the Fullerton Public Library
- A primary focus of Ready, Set, Read! literacy camps and incentive programs was to increase the literacy skills for students in high-needs communities at no or low cost. Students received instruction and educational materials with donations from Teacher Created Materials, the LRE Department, and various donors from the community.
- Titan Tots (where Titans read to tots) was created in the spring of 2021 in response to the COVID-19 pandemic. This unique online program provided the dual benefit of parent literacy support as well as an interactive read aloud experience for preschool children over Zoom.
- Family Fun Days occur either in the Center or at partnering schools like Edison Elementary School in Anaheim. We partner with Orange County Reading Association to provide the community an opportunity to learn research-based literacy techniques to strengthen literacy skills in the home with hands-on activities and free books to enrich home libraries.

## **Organizational Structure and Governance**

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

In 2018, the Hazel Miller Croy Leadership Council, made up of current and retired educators, community members and university faculty, was established as a guiding board of individuals from the University and the community to provide support to the Center. The Center Director meets with and reports annual activities to the HMC Literacy Council and provides monthly semester reports to the LRE Chair who shares it with the COE Dean. As a giving board, the council members commit to a three-year term and help with guidance, planning, clinic and camp preparations, and fundraising. Donors and community stakeholders receive an annual report detailing current and planned activities.

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

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 and the Center for Healthy Neighborhoods. These services are funded through ASC grant/contracts and/or parent fees.

## **Resources and Sustainability**

Resources for the Center come from a variety of sources, which include the LRE Department/COE, the HMC Endowment, parent fees for services, sub-contract grant work, donations from Teacher Created Materials and various fundraising efforts (see Tables 3, 4, 5 and 6) . Over the past 7 years, the Center has initiated fundraising efforts. The first is through a fall event known as Quartermania at a local restaurant. This event helps support local women-owned businesses while raising money for Center scholarships. The second event is the #TitansGive Day of Giving online fundraiser. These two fundraising events have generated \$34, 215 (see Table 6).

The Department of Literacy and Reading Education supports the Center primarily in two ways. The first is by providing units for the Director and Associate Director. Over the previous 7 years, the director has received 3 units each semester and the associate director received a stipend based upon the interest earned from the endowment account (\$1,500-\$1,800 a semester). Over the years this stipend has increased as the work has grown for the Associate Director, which now includes virtually connecting tutors and tutees in the virtual clinic. The second way the Center is supported by the LRE Dept. is through purchasing supplies, materials, and absorbing postage and printing costs. Each year the department pays approximately \$2,000 for these items (see Table 3), plus summer and winter break stipends for the director to remain available to the public over breaks and to onboard families to the clinic session weeks before it starts.

Income and expenses vary by the number of community children served and the number of LRE graduate candidates available to provide services. Variation is also driven by grant awards and donations that fund additional programs and support scholarships for Reading Center children. Typically, 50% of the children attending the Reading Center clinic are supported by scholarships funded by donations. This allows us to serve all children who are eligible for our services. To be eligible for services, students must be reading below grade level.

Over the last seven years, the fees for services were increased gradually from \$300 per semester to \$400 per semester. This change was recommended based on a market analysis of comparable services by the Council. Expenses have also grown as new literacy specialists were hired to work with striving readers for additional semesters, typically after working with a grad student for one semester. These literacy specialists help expand services to under-served readers, some who are difficult to place with a graduate student, thus providing a more inclusive space for remediation. The literacy specialists received an increase in pay during this reporting period as well, from \$30/hour to \$35/hour. See Table 5 for a detailed report of the income and expenses for this reporting period.

Since 2017, the HMC Endowment has doubled. The Leadership Council (established in 2018) has developed an annual plan for fundraising that has dramatically increased financial contributions. Proceeds from fundraising go directly into the HMC Distribution account and then are transferred to the ASC account to fund services and expand community outreach activities. Although impeded by COVID, a reliable pattern has been established. In addition, the Distribution account receives around \$2,000 in a disbursement from the Endowment annually (based on the interest earned).

Additional Center Resources include volunteer hours which vary from 25-100 per semester. Our volunteers include campus OLLIs, alumni, LRE graduate candidates and undergraduate interns. As a course requirement for READ 581, graduate candidates spend 26 hours per week in the HMC Center providing intervention and assessment services to striving readers from the community. The amount of service time varies by semester depending on the number of graduate candidates enrolled in READ 581. During this 7- year period (2017-2023) the number of candidates participating varied, from 0 – 34, each semester.

The Center is sustainable based on the current model of charges per service, support from COE, and outside donations.

### **Highlights and Accomplishments**

The Hazel Miller Croy Reading Center has accomplished all of the goals set forth in the previous report submitted in 2016. Major accomplishments over the last seven years (2017-2023) include the formation of the Literacy Council, the creation of the Ready, Set, Read! summer literacy enrichment program and the creation of the Center virtual clinic which increases graduate student access to tutees for their final practicum experience in Read 581 and access for community members. One presentation and two publications have evolved from this work (see Appendix, Table 7).

### One-on-One Targeted Literacy Intervention:

- Reading Center staff created and implemented a virtual reading clinic on Zoom in the fall of 2020. In the summer of 2020, Center staff created instructive demonstration videos to teach tutors how to teach and assess online. The online clinic is now a regular option for community members. This has greatly supported online graduate students who live out of the area or out of the country, granting access to a student for their final practicum. Center Director, Joanne Chapman, and Associate Director, Carla Salcido, received the COEs Honor an Educator Award in 2022 for their efforts in creating the virtual clinic.
- Over the past 7 years, 188 community children received individual and small group literacy instruction provided by MS READ alumni and graduate candidates.
- An internship program was developed in 2023 for undergrad volunteers (future teachers) who earn volunteer hours and learn valuable skills to support their future careers as teachers while supporting the literacy specialists in clinic sessions.
- Osher Lifelong Learning Institute (OLLI) and alumni volunteers provide extra assistance and support to the children participating in the Center.

### Assessment Services:

- Over the past 7 years, 32 individual reading and writing assessments were provided by MS LRE alumni for K-12 students on request by community members.

### Community Partnerships:

- The Ready, Set, Read! summer reading program began in the summer of 2018 with two one-day camps in partnership with CSUF's Center for Healthy Neighborhoods. Since then, the Center has provided summer literacy intervention for children (599 children total) each summer. A primary focus of Ready, Set, Read! was to increase the literacy skills of community children, many in underserved and low performing schools. Strong community partnerships with Teacher Created Materials, the Center for Healthy Neighborhoods, the Fullerton Public Library and Orange County Reading Association have helped us provide high-quality reading enrichment opportunities, even during the pandemic when other reading centers were closing their doors. This work with our various community partners led to several scholarly publications (Table 7).
- During the pandemic we partnered with the **Brea Boys and Girls Club** to provide reading instruction. We also undertook a project to reorganize their library to make it easier for their children to find books at their appropriate reading level.

### Planning and Strategic Outlook

Current HMC Center plans align with the Fullerton Forward goals, particularly goals 1, 2, 4 and 5. Our strategic plans include **maintaining our current services**. This includes literacy interventions, and paid assessments for a low fee (\$400 per student for 19.5 hours of literacy intervention, \$350 per student for assessment and report, scholarships offered on a case-by-case basis). When literacy intervention services are provided by graduate students, all intake is revenue. Alumni literacy specialists

will be hired at a rate of \$35 an hour (for two to three children vs. individual tutoring) to support clinic students in reading proficiently at grade level.

Additionally, we will continue with **maintaining an advisory board**, known as the Leadership Council. This board will provide guidance and feedback for Center staff and support for services in terms of volunteering directly in the Center and fundraising, with the goal of **growing the Center endowment**. The plan to do this includes partnering with local organizations, staying connected with donors, participating in CSUF Day of Giving and other fundraisers and working with the COE to write grants. They will assist the Center with revising the strategic plan for 2024-2029, aligning with the University and COE goals, with the goal of making the Center a model reading center. The leadership board will also assist with **increasing our district partnerships** to expand services with afterschool and summer literacy programs.

Another aspect of our strategic plan is to **increase research opportunities**, specifically research which includes graduate students and LRE staff. We hope to look for research funding opportunities which would allow for more assigned time to devote to literacy development and expanding web-based services. To expand and fulfill the HMC strategic goals we will likely seek more support from COE, pursue additional grants, and continue to grow our fundraising capacity.

## Appendix

**Figure 1: Hazel Miller Croy Reading Center Strategic Plan (2022-2026)**

<b>Goal 1: Support high quality graduate literacy programs and advance the professional knowledge base</b>	
1.1	Support current LRE MS candidates in fulfilling their practicum requirements
1.2	Encourage participation of online program students in the Reading Center (campus or online)
1.3	Maintain a model Reading Center
1.4	Support graduate student publications related to work and practices in the graduate program and Reading Center
1.5	Support faculty research and publication related to work in the Reading Center
1.6	Support and expand programs for community teachers and future teachers
<b>Goal 2: Provide just, equitable, and inclusive (JEIE) literacy support services to the community</b>	
2.1	Provide intervention services to community children.
2.2	Provide assessment services by alumni employees
2.3	Maintain “for hire” tutor list for community distribution by inviting alumni to add a listing
2.4	Continue expansion of current services to high-needs populations incorporating culturally relevant practices
2.5	Identify faculty, alumni, and other literacy experts interested providing literacy instruction services through the Center for community members, e.g. parents, students, teachers, and future teachers
2.6	Continue to develop ways to respond to emerging needs
<b>Goal 3: Increase capacity with expanded local and regional community partnerships and improved messaging</b>	
3.1	Update mission and goals aligning with COE and CSUF goals.
3.2	Review branding for compliance with CSUF standards
3.3	Update and expand Center website
3.4	Increase social media presence
3.5	Explore partnerships for potential grant opportunities for program expansion
3.6	Continue to explore ways to expand summer programming
<b>Goal 4: Increase revenue to support Center programs and services</b>	

4.1	Recruit and install Leadership Council Members (3 year terms)
4.2	Plan and host an annual fundraising event and participate in the annual Titan Day of Giving program
4.3.	Send annual Impact Report to donors
4.4.	Research and apply for internal and external grants
4.5.	Pursue gifts from corporate donors

**Table 2: Community Impact**

<b>Hazel Miller Croy Center Services</b>	<b>2017-2023 # of participants</b>
Center intervention services (face-to-face and virtual)	188
MS candidates participating in Center services	103
Summer Camp and Summer Reading Incentive Programs (Ready, Set Read!)	599
Assessments (provided to community students by alumni)	32
Family Fun Day Events	110
Workshops (for teachers, future teachers, and parents)	119
Boys and Girls Club 2020 Program	13
Titan Tots	20
Special Project (Boys and Girls Club Library Book Leveling Project-2021) (50 children attended the Boys and Girls Club program)	50
<b>Total Participants</b>	<b>1,234</b>

**Table 3: Department of Literacy and Reading Education Supplies and Materials**

<b>Item(s)</b>	<b>Snacks</b>	<b>Printing</b>	<b>Postage</b>	<b>Gifts</b>	<b>Books</b>	<b>Camp Supplies</b>	<b>Misc.</b>	<b>Yearly Total</b>
Approximate yearly amounts	\$500	\$150	\$300	\$200	\$300	\$400	\$500	\$2,350

**Table 4: Hazel Miller Croy Endowment and Distribution Totals**

<b>Year</b>	<b>HMC Endowment (CSFPP, 85017)*</b>	<b>HMC Distribution (CSFPP, 85067)*</b>	<b>Spending Distribution (transferred annually from Endowment to Distribution)</b>
<b>2017</b>	<b>\$64,570.10</b>	<b>\$5,080.86</b>	<b>\$1,184.45</b>
<b>2018</b>	<b>\$60,709.14</b>	<b>\$2,392.59</b>	<b>\$1,231.83</b>
<b>2019</b>	<b>\$70,202.20</b>	<b>\$6,072.74</b>	<b>\$1,263.34</b>
<b>2020</b>	<b>\$75,865.84</b>	<b>\$7,635.92</b>	<b>\$1,936.61</b>
<b>2021</b>	<b>\$87,625.82</b>	<b>\$6,410.87</b>	<b>\$2,075.23</b>
<b>2022</b>	<b>\$79,278.25</b>	<b>\$7,986.23</b>	<b>\$1,846.72</b>
<b>2023</b>	<b>\$107,487.30</b>	<b>\$16,164.85</b>	<b>\$2,498.61</b>

\*Balances at the calendar end of each year

**Table 5: 2017-2023 Income and Expenses**

<b>Income</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>	<b>2020</b>	<b>2021</b>	<b>2022</b>	<b>2023</b>	<b>Total</b>
Center fees	\$4800	\$4350	\$11,730	\$7660	\$5660	\$8900	\$5820	\$41,260
Grants and donations	\$800	\$4410	\$12,100	\$30,985	\$21,043	\$37,773	\$9015	\$116,125
<b>Total</b>	<b>\$5600</b>	<b>\$8760</b>	<b>\$23,830</b>	<b>\$38,645</b>	<b>\$26,703</b>	<b>\$44,673</b>	<b>\$14,835</b>	<b>\$157,385</b>

<b>Expenses</b>	<b>2017</b>	<b>2018</b>	<b>2019*</b>	<b>2020**</b>	<b>2021</b>	<b>2022</b>	<b>2023</b>
Payroll, literacy specialists	\$4412	\$8106	\$24,405	\$27,155	\$24,275	\$29,042	\$23,550
Materials, supplies, hospitality	\$4741	\$446	\$100	\$696	\$349	\$387	\$223
ASC fees, employment fees, insurance, security, training, misc.	\$1061	\$1441	\$6139	\$11,555	\$16,214	\$10,718	\$12,857
<b>Total per year</b>	<b>\$10,214</b>	<b>\$9993</b>	<b>\$30,644</b>	<b>\$39,406</b>	<b>\$40,838.</b>	<b>\$40,147</b>	<b>\$36,630</b>

\*Beginning of grant supported work in partnership with the Center for Healthy Neighborhoods. Summer programs added.

**Table 6: Fundraising Activities**

	<b>“Quartermania”</b>	<b>Titans Day of Giving</b>	<b>Total</b>
<b>2017</b>			0
<b>2018</b>	\$1400		\$1400
<b>2019</b>	\$2400		\$2400
<b>2020</b>		\$775	\$775
<b>2021</b>		\$6590	\$6590
<b>2022</b>	\$1910	\$7515	\$9425
<b>2023</b>	\$2215	\$11,410	\$13,625
<b>Total</b>	<b>\$7925</b>	<b>\$26,270</b>	<b>\$34,215</b>

**Table 7: Publications and Presentation**

<b>Publications</b>
<p>“Hazel Miller Croy Reading Center” (Winter, 2021). CSUF College of Education Impact Newsletter, p. 3.</p> <p>“Embracing Literacies, Honoring Realities: Digging Deeper in a Summer Reading Program” (Spring, 2021). <i>The California Reader</i>. Volume 54, Number 2.</p> <p>“Ready, Set, Read! Dig Deeper 2.0” (Fall, 2021). CSUF College of Education Impact Newsletter., pp. 2-3.</p> <p>“Together We Can Do So Much: A Community Approach to Summer Reading During Turbulent Times” (Spring, 2022). <i>Journal of Literacy Innovation</i>. Volume 7, Issue 1. pp. 23-30.</p>
<b>Presentation</b>
<p>Orange County Reading Association (OCRA) Presentation: “Optimizing Screen Time”-innovative teaching techniques and technology piloted in a virtual K-12 bilingual summer reading incentive program. October, 2020.</p>



Lisa Kirtman, Ph.D.  
Dean, College of Education  
P.O. Box 6868  
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March 18, 2024

Joanne,

Thank you for your report on the Hazel Miller Croy Reading Center.

The Hazel Miller Croy Reading Center shows promise in its mission to foster literacy, and I am excited about the potential and the work done to this point. The center provides an authentic space for graduate students to engage with children from the community to assess their literacy skills and create targeted remediation plans to support their literacy development. Given this important mission, there are a few areas of improvement that I would like to see addressed.

While there are listed items under Goals 2 JEIE, they do not explicitly address JEIE concerns such as literacy in multiple languages, serving low-income and students of color, and ensuring resources reflect the populations served. While these efforts may exist, the lack of evidence leaves room for improvement in demonstrating these initiatives.

I also believe rethinking assessment practices is crucial, especially considering the relatively low number of assessments conducted (32 in 7 years) and the associated high costs to receive an assessment. Exploring ways to utilize philanthropic funds to either reduce costs or offer assessments at no cost could significantly benefit the community. With the continued growth of philanthropic dollars, there is an opportunity to make a more substantial impact by reallocating funds to better serve the community.

The center's partnership with Healthy Neighborhoods, demonstrates the potential for expansion and enhancement of services. Serving 599 students through summer programs is excellent, it is unclear if this program will continue each summer. If not, what the way to continue to offer such programs where a large number of students are served. Furthermore, survey data demonstrating the center's effectiveness, such as changes in reading levels and parent feedback, would provide valuable insights into the success of its programs. Incorporating such data collection methods can strengthen the center's credibility and help guide future improvements.

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Overall, while the Hazel Miller Croy Reading Center is important to the college and community, there is a clear need to expand and rethink its services to better address JEIE concerns, improve assessment practices, and demonstrate impact through data-driven evaluation methods. By prioritizing these areas, the center can further its mission and better serve the community.

Sincerely,

Lisa Kirtman  
Dean



# CALIFORNIA STATE UNIVERSITY, FULLERTON

Hazel Miller Croy Reading Center/College of Education/Department of Literacy and Reading Education  
P.O. Box 6868, CP 570, Fullerton, CA 92834-6868 / 657-278-2758 / [readingcenter@fullerton.edu](mailto:readingcenter@fullerton.edu)

To: Dr. Lisa Kirtman  
Dean, College of Education

From: Joanne Chapman, Director  
Hazel Miller Croy Reading Center

Re: 2017-2023 Center and Institute Review

April 12, 2024

Dear Dean Kirtman,

Thank you for your careful review and comments regarding the Self-Study for the Hazel Miller Croy Reading Center. Your leadership, and the support and close partnership that we have with the Department of Literacy and Reading, has been vital to the success of our Center.

As you could see in the report, the past seven years has been one of terrific growth and expansion. Rest assured we are intentionally operating in areas where our services are needed most. For example, our partner school in Anaheim reports that 85% of the students are English learners, foster youth or eligible for free/reduced meals. Additionally, our partnership with the Center for Healthy Neighborhoods has allowed us to serve a community where 98% are in poverty and 95% speak Spanish in the home. We have provided CHN with a biliterate literacy specialist to assess and support reading tutoring provided by CSUF undergrad interns.

Important changes we will make as a result of your valuable input include: 1) focusing on improved documentation of the work we are doing with the intention of having data to demonstrate the Center's effectiveness (particularly reading levels and parent surveys), 2) rethinking the paid assessment program, and 3) clarifying the specific JEIE goals in our strategic plan by systematically collecting strategic data by including demographic data questions on intake forms, promoting center services in different languages and continuing to use philanthropic funds to better serve the community through better access to high-quality assessment, instruction, home-language support, and culturally affirming books and materials.

Sincerely,

*Joanne Chapman*

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