Center for Response to Intervention in Early Childhood (CRTIEC)
Universities of Kansas (Juniper Gardens Children’s Project), Minnesota, Florida State & the Dynamic Measurement Group

Mission: To reduce the number of children with reading problems by increasing the number of children entering school with knowledge and skill in early literacy and language

Why is this important?
• We know that children who read well in the early elementary grades are more likely to be academically successful and thrive in later life — and we know that children who acquire early literacy and language skills before kindergarten entry are more likely to read well in the early grades.
• While much is known about early literacy and language and how to promote their development, for too many children, identification of literacy and language delays is coming too late — resulting in life-long reading problems.
• We need evidence-based approaches for early identification and intervention of literacy and language problems that can be implemented by early education professionals.

What will CRTIEC do?
Through a 5 Year Cooperative Agreement with the National Center for Special Education Research, Institute of Education Sciences in the U.S. Department of Education, we will:
• Carry out Research on Interventions for children not making progress in the general literacy and language curriculum in preschool.
• Carry out Research on Progress Monitoring Measures linked to literacy and language development and interventions.
• Disseminate Findings to practitioners, policymakers and researchers
• Provide National Leadership on implementation of RtI for young children in literacy and language

Who is CRTIEC?
• Charles Greenwood & Judith Carta (Co-Principal Investigators) at the Juniper Gardens Children’s Project, University of Kansas
• Scott McConnell at the Center for Early Education and Development, University of Minnesota
• Howard Goldstein at Florida State University
• Ruth Kaminski of the Dynamic Measurement Group
• Division of Early Childhood of the Council on Exceptional Children who will collaborate in the planning and evaluation of a National Training Institute on Early Childhood RtI
• A cadre of 20 nationally recognized consultants and Head Start and Pre-Kindergarten program partners from 5 states

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