

# Head Start University Partnerships-English Language Learners, Research Partners

## Arizona State University-Speech and Hearing Science

*Principal Investigator:*  
Addie Lafferty

*Project Title:*  
Teaching Emergent Literacy and Language Around the Classroom: The TELLAC Model

*Project Funding Years:*  
2007-2010

*Abstract:*  
Arizona State University is examining the efficacy of a classroom-based language and emergent literacy intervention, Teaching Emergent Literacy and Language Around the Classroom (TELLAC), for Spanish-speaking Head Start children. The intervention is designed to promote language and emergent literacy development in Spanish and English within natural classroom contexts. The longitudinal study aims to: (a) promote children's emergent literacy and language development in the domains of print knowledge, phonological awareness, and oral language; (b) determine the efficacy of the intervention delivered by Head Start teachers; (c) track the literacy outcomes of participating children from preschool through the end of kindergarten; and (d) disseminate results and information. The intervention will be provided in randomly assigned classes during the children's pre-kindergarten year and participants will include 280 children and 40 teachers and assistants over three years. Results are expected to increase children's readiness to learn and improved Spanish and English language in the areas of expressive language, print knowledge, alphabet knowledge, and phonological awareness. Expected results for teachers are an increased awareness of language and emergent literacy skills and acquisition of new teaching strategies to facilitate these areas for children in their classes.

*Sample:*  
280 Children  
40 Teachers/Assistants

*Measures:*  
*Children*  
Phonological Awareness Literacy Screening-Pre-Kindergarten (PALS-Pre-K)  
Spanish Phonological Awareness Assessment (SPAA)

Test de Vocabulario en Imagenes Peabody (TVIP)  
Peabody Picture Vocabulary Test-III (PPVT-III)  
Preschool Language Scale-4  
Dynamic Indicators of Basic Early Literacy Skills (DIBELS)

*Classroom*

Early Language and Literacy Classroom Observation (ELLCO)

## **Arizona State University-School of Social and Family Dynamics**

*Principal Investigator:*

Ariana Mikulski

*Project Title:*

Bilingualism and School Readiness: The Relations of Language Development to Academic Skills, and Social Competence in Spanish-Speaking Head Start Students

*Project Funding Years:*

2007-2010

*University Affiliation:*

*Abstract:*

Arizona State University is partnering with three Head Start classrooms to examine how bilingualism in language minority Head Start students predicts social and cognitive aspects of school readiness. Specifically, the studies will: (a) describe variations in bilingualism by using extensive assessments of early oral English and Spanish development; (b) plot the trajectories of Spanish and English oral proficiency and examine these in relation to trajectories of social and behavioral competence; and (c) investigate the relation between language minority children's Spanish and English oral proficiency and their early school adjustment. Participant will include 4 year-old Head Start preschool children from Spanish-speaking homes. Observational and behavioral data were piloted in Year 1 and data collection will occur in Years 2-3. It is expected that target children will improve their proficiency in English and improve or maintain their Spanish proficiency. Children with high English proficiency and those with large gains in English proficiency are expected to have the best academic outcomes, and children with high proficiency in both English and Spanish are expected to have higher levels of social competence.

*Sample:*

4 year-old Head Start Children

*Measures:*

*Children*

Naglieri Nonverbal Ability Test (NNAT)

Head-to-Toes Task

Woodcock Johnson Tests of Achievement III (WJ-III)

Bateria III Woodcock-Muños

Peabody Picture Vocabulary Test, Fourth Edition (PPVT-4)

Test de Vocabulario en Imagenes Peabody (TVIP)

Bilingual Syntax Measure

## **Harvard University Graduate School of Education**

*Principal Investigator:*

Barbara Pan

*Project Title:*

Validating Measures for Tracking Vocabulary Development of English Language Learners

*Project Funding Years:*

2007-2010

*Abstract:*

Harvard Graduate School of Education will partner with Dimock Community Health Center and Greater Lawrence Community Action Council Early Head Start (EHS) and Head Start programs to pilot, refine, and validate instruments to be used to track children's vocabulary skills in English and Spanish over time, as well as their changing exposure to and use of each language at home and school. Specifically, the project seeks to: (a) demonstrate the validity of the MacArthur Communicative Development Inventories (CDI) English and Spanish Toddler Short Form for use by parents and teachers of EHS and Head Start children; (b) pilot and validate a Spanish adaptation of the English CDI-III, and extension of the CDI vocabulary checklist intended for older preschoolers; (c) ascertain the age range for which each checklist is appropriate; and (d) refine parent and teacher questionnaires about children's exposure to and use of English and Spanish at home and school. Participants will be EHS and Head Start children between the ages of 24-48 months and identified as Spanish-speaking English Language Learners, their parents and their teachers. Pilot data on 40 children and families will be collected during Year 1. Data will be collected during Years 2-3 on 120 children. The instruments designed in this study are expected to provide a concise set of 'snapshots' of an individual child's exposure to, use of, and vocabulary skills in both English and Spanish over time.

*Sample:*

Year 1: 40 EHS and Head Start ELL children and families

Year 2-3: 120 EHS and Head Start ELL children and families

*Measures:*

*Parents/Teachers*

MacArthur Communicative Development Inventory: Words and Phrases

Inventario del Desarrollo de Habilidades Comunicativas: Palabras y Enunciados

## **New York University**

*Principal Investigators:*

Christine McWayne

Gigliana Melzi

*Project Title:*

Developing a Parent-Derived Measure of Latino Family Involvement: A Mixed-Methods Approach with English-Learning Children and Their Families

*Project Funding Years:*

2007-2010

*Abstract:*

New York University will examine the ways in which Spanish-speaking, Head Start Latino families support children's school readiness through their involvement behaviors. Specifically, the study will address four research questions: (a) how is family involvement in children's education conceptualized by Spanish-speaking Latino families? (b) can unique and reliable dimensions of family involvement in children's education be identified for Spanish-speaking Latino families of preschool children? (c) do dimensions of family involvement relate meaningfully to related parent constructs? and (d) do dimensions of family involvement relate meaningfully to preschool children's social-emotional and language skills? Study participants included a sample of Latino families drawn from 10 Head Start sites in Year 1, and 500 parent-child pairs drawn from various Head Start sites in Years 2-3. Results of the study are expected to provide a better understanding of culturally-situated practices as well as suggest implications for early childhood programs serving Latino families and children.

*Sample:*

Year 1: 90 Latino Families

Year 2-3: 500 Parent-Child Pairs

*Measures:*

*Children*

Penn Interactive Peer Play Scale (PIPPS)  
Preschool Learning Behaviors Scale (PLBS)  
Preschool Language Scale, Fourth Edition (PLS-4)  
Oral Language Development Scale (OLDS, PreLAS 2000)

*Parent*

Demographic Questionnaire  
Parent Satisfaction with Educational Experiences Scale (PSEE)

*Teacher*

Parent's School-Based Involvement (activity log)

## **Temple University**

*Principal Investigator:*

Carol Scheffner Hammer

*Project Title:*

Promoting the Emergent Literacy Development of English Language Learners: A Culturally Informed Approach

*Original Award:*

Pennsylvania State University

*Project Funding Years:*

2007-2010

*Project Abstract:*

Temple University is partnering with The Head Start Program of Lancaster County, PA to evaluate a home-based, culturally informed emergent literacy intervention that is designed to promote Latino parents' abilities to support the language and literacy development of their English learning children. Specifically, the intervention builds upon research on dialogic reading and modifies FOCUS (an emergent reading intervention for kindergarteners) and will be tailored to the Latino culture. The study has five objectives: (a) to determine Latino parents' beliefs and views about parenting, raising a child who is well-educated and fostering children's language and literacy development; (b) to use the information gathered from the Latino parents to adapt an existing emergent literacy intervention for use with Latino parents who have English language learning children; (c) to evaluate the impact of a culturally informed, home-based literacy intervention on the literacy-related behaviors of Spanish-speaking parents of English Language Learners (ELLs)

and on the language and literacy abilities of children who are ELLs; (d) to evaluate the development and implementation of the proposed program; and (e) to prepare materials for replication of the intervention and dissemination of information and findings of the project. Over the course of the project, 20 Latino parents of ELL children were interviewed (year 1), and 96 Spanish-speaking parents and their ELL children will be recruited and randomly assigned to an intervention or control group (years 2-3). It is expected that the study will result in the adaptation, implementation, and evaluation of a culturally informed, home-based emergent literacy intervention that promotes participation of Latino parents, assists parents in supporting their children's language and literacy development, and affects children's language and emergent literacy.

*Sample:*

Year 1: 20 Latino parents of ELL children

Years 2-3: 96 Spanish-speaking parents and their ELL children

*Measures:*

*Children*

Peabody Picture Vocabulary Test

Understanding Directions & Story Recall Subtests of the Woodcock Language Scale-Revised (WLS-R)

Phonological Awareness Subtest of the Preschool Comprehensive Test of Phonological and Print Processing (Pre-CTOPPP)/Test of Preschool Early Literacy (TOPEL)

Print Knowledge Subtest (Pre-CTOPPP)

## **San Diego State University Research Foundation**

*Principal Investigator:*

Vera Gutierrez-Ciellen

*Project Title:*

Vocabulary, Oral Language, and Academic Readiness (VOLAR): A Language Intervention for Latino Preschool English Language Learners and Head Start Partnership

*Project Funding Years:*

2007-2010

*Abstract:*

San Diego State University Research Foundation will examine the potential efficacy of a focused vocabulary and oral language intervention for

improving the academic readiness (VOLAR) of preschool Latino English Language Learners (ELL) within the preschool curriculum. The project's goals are to: (a) evaluate whether a focused and direct vocabulary and oral language instruction facilitates children's academic readiness compared to children who do not receive the VOLAR intervention; (b) evaluate the effect of time of intervention; and (c) determine the extent to which the interventions can be implemented independently and successfully by Head Start teachers. Participants will include 120 4-year-old ELL Spanish-speaking children and their families. In Year 1, children's growth in English and Spanish was assessed using measures of vocabulary, language, and academic readiness. In Year 2, children were randomly assigned to a fall or spring experimental VOLAR group. In Year 3, the VOLAR intervention will be implemented by Head Start teachers. It is expected that the VOLAR intervention will result in a vocabulary and oral language curriculum for preschool ELL children that can help Head Start teachers meet the needs of ELL children. In addition, the VOLAR intervention is expected to contribute critical knowledge for the development of future vocabulary and language curriculum evaluation studies to address the needs of ELL children from other language backgrounds.

## **University of North Carolina-Greensboro**

*Principal Investigator:*

Julia Mendez

*Project Title:*

Adaptation and Evaluation of a Parenting Intervention with Families of English Language Learners Attending Head Start

*Original Award:*

Pennsylvania State University

*Project Funding Years:*

2007-2010

*Project Abstract:*

University of North Carolina- Greensboro is implementing a parenting intervention, The Companion Curriculum: Home-based Learning Activities for Parents and Children, that exposes English Language Learner (ELL) families to the educational, mental health, and family involvement components of Head Start contained within the National Performance Standards.

Specifically, the curriculum is designed to offer parents hands-on experience with educational activities that take place within their children's Head Start classrooms, in order to promote increased parent-child interaction at home and parent involvement at school. The target population includes 40-50

Spanish-speaking or Turkish-Speaking ELL children per year. In Year 1, the intervention was adapted for use with specific ELL families, and in Years 2-3, the program is being evaluated using a randomized design to determine effects of the intervention on children, parents, and teachers. Results are expected to yield new data regarding effective strategies for promoting readiness for children.

*Sample:*

120-150 Spanish-speaking and Turkish-speaking ELL children over three years

*Measures:*

*Children*

California Q Sort

Peabody Picture Vocabulary Test-III (PPVT-III)

Expressive One-Word Picture Vocabulary Test-Revised

*Teachers*

Penn Interactive Peer Play Scale (PIPPS)

Child Behavior Checklist (CBCL)

Temperament Assessment Battery for Children (T-ABC)

Parent-Teacher Connection Sort

Student-Teacher Relationship Scale

*Parents*

Child Behavior Checklist (CBCL)

About Being a Parent Scale (ABPS)

Family Involvement Questionnaire (FIQ)

Parent Play Beliefs Scale (PPBS)

Parenting Stress Index

Abbreviated Multidimensional Acculturation Scale

FACES parent questions

Neighborhood Characteristics Questionnaire

## **University of South Florida**

*Principal Investigator:*

Lisa Lopez

*Project Title:*

Florida English Language Learners Attending Head Start (FELLA-HS): A Cultural and Academic Analysis

*Project Funding Years:*  
2007-2010

*Abstract:*

The principal investigator is partnered with five Head Start agencies in the state of Florida to study the developmental process of language, early literacy, early numeracy, cognition, approaches to learning, and social-emotional development for Spanish-speaking English language learners (ELL) in both English and Spanish. Research objectives include: (a) identify the school readiness skills of Latino ELL children exiting Head Start preschool programs in Florida; (b) describe the cultural demographic profile of Latino ELL children attending Head Start programs in Florida; (c) determine the developmental trajectory for school readiness skills in Latino ELL children attending Florida Head Start programs; and (d) identify the cultural and classroom factors impacting the developmental trajectory. The sample will include 400 Spanish-speaking ELL children attending Head Start. The children will be divided into two cohorts where 200 will be followed through two years of Head Start and 200 will be followed through one year of Head Start and into Kindergarten. Twenty children from each agency participating in the study will participate in the pilot testing in Year 1. Results from the study are expected to provide the Florida Head Start community and researchers important information regarding the dual language development of school readiness skills in the ELL population.

*Sample:*

400 ELL Spanish-speaking Children

*Measures:*

*Children*

Peabody Picture Vocabulary Test, Fourth Edition (PPVT-4)

Woodcock Johnson III Complete

Phonological Awareness Task

Test of Early Mathematics Ability, Third Edition (TEMA-3)

*Teacher*

Social Skills Rating System (SSRS)

*Classroom*

Classroom Assessment Scoring System (CLASS)

*Parent*

DeLLS Demographic Interview