

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