

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