

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