

**INVENTORY OF BILITERACY DEVELOPMENT RESEARCH STUDIES**

*UC LMRI Biliteracy Development Research Forum*

*January 22-24, 2004*

<b>Principal investigator(s)</b>	David Francis, Jack Fletcher, Barbara Foorman, Claude Goldenberg, Sharon Vaughn, Coleen Carlson
<b>Title</b>	Oracy/Literacy Development in Spanish-speaking Children
<b>Funding agency</b>	National Institute of Child Health and Human Development and Institute of Education Sciences
<b>Funding period</b>	Sept. 2000-May 2005
<b>Research questions</b>	<p>Five interrelated projects will identify factors contributing to literacy development, in Spanish and English, among Spanish-speaking children:</p> <p>Project 1 (Measurement) focuses on developing comparable English and Spanish measures for critical domains of language, literacy, and literacy-related skill development.</p> <p>Project 2 (Development) uses measures developed by Project I to track language/literacy development of children, gr. K-2.</p> <p>Project 3 (Instruction) identifies instructional strategies used with ELLs (in English and/or Spanish) and relates these strategies to language/literacy development measured by Project 2.</p> <p>Project 4 (Context) examines school, home, community factors associated with language/literacy development, including those that might interact with instructional and school program features.</p> <p>Project 5 (Intervention) tests the effectiveness of comprehensive early intervention strategies for children identified in K as being at risk for reading difficulties.</p>
<b>Sample description</b>	<p>P1 Sample: 1,636 K-3 Spanish speaking ELLs in TBE programs in Houston and Brownsville selected from the 2001-2002 and 2002-2003 school years.</p> <p>P2-4 Pilot sample: 852 Spanish-speaking ELLs, gr K-2 in 2001-02 and 108 teachers serving 95 Classrooms in 14 Schools in 12 communities in three settings: Urban Texas, Border Texas, and Urban California. Children from 69 families and their parents were selected for more in depth data collection in P4.</p> <p>P5: 116 G1 Spanish-speaking ELLs in Urban Texas and Border Texas identified as at-risk in 2002-2003, and a complementary sample from the longitudinal study cohort entering G1 in Fall 2003.</p> <p>P2-4 Longitudinal Sample: 1,455 Spanish-speaking ELLs entering K in Fall 2002. Children from 155 families and their parents were selected for more in depth data collection in P4.</p> <p>210 Teachers serving 125 SEI, TBE, or DL Bilingual Education Classrooms</p> <p>35 Schools in 35 Communities in Urban and Border Texas and Urban California</p> <p>Children are followed twice annually thru grade 2 in 2004-05</p>

<b>Sample size</b>	<p>P1: 1,636 Students  P2-4 Pilot Sample:  852 Students;  105 Teachers in 95 Classrooms;  14 Schools in 12 Communities;  69 Families for in depth interviews</p> <p>P2-4 Longitudinal Sample:  1,455 students  210 Teachers in 125 Classrooms  35 schools in 35 Communities in Urban and Border TX and Urban CA  155 Families for in-depth interviews</p>
<b>Data collection dates (grades)</b>	<p>P1: Single Assessment throughout the year (2001-2002 or 2002-2003)</p> <p>P2-4 Pilot sample:  Students: Fall-Spring 2001-02 (K-2)  Families: 3X Parent interviews; 2X Child Interviews  Teachers: Observations 2-3 times per year  Principals: One interview  Communities: 1 Survey</p> <p>P2-4 Longitudinal Sample:  Students: Fall-Spring 2002-03 (K)  Fall-Spring 2003-04 (1st gr)  Fall-Spring 2004-05 (2nd gr)  Families: 3X Parent Interviews; 2X Child Interviews  Teachers: 3 observations per year  Principals: 1 Interview  Communities: 1 Survey</p>
<b>Source of data (primary, secondary, both)</b>	<p>Mostly primary data; secondary come from public access school test score data and US Census Bureau data</p>
<b>Data instruments</b>	<p>Child oracy/literacy measures on wide range of skills  Observational measures of classroom teaching  Teacher knowledge and child assessment surveys  Parent questionnaire  Parent and child interviews  School staff survey  Principal interview  Teacher focus group  School Attendance Area Survey  School Campus Survey</p>
<b>Dependent measures</b>	<p>Language and literacy development in English and Spanish (letter names and sounds, phonological awareness, word reading, reading fluency, comprehension, oral language proficiency including narrative production)</p>
<b>Independent measures</b>	<p>Classroom instruction  School, home, community contexts  Individual and aggregated demographic characteristics</p>
<b>Methods of analysis</b>	<p>Item analyses using IRT and other models (for instrument development)  Growth modeling and other methods for longitudinal designs  Structural equation and hierarchical models  Correlations  Descriptive statistics  Case study methods  Cross-case displays  Other qualitative and interpretive methods</p>

<b>Contact information</b>	<p>David Francis (overall PI and Project 1 PI), University of Houston Email: dfrancis@uh.edu</p> <p>Jack Fletcher (Project 2 PI), University of Texas, Houston Email: Jack.Fletcher@uth.tmc.edu</p> <p>Barbara Foorman (Project 3 PI), University of Texas, Houston Email: Barbara.R.Foorman@uth.tmc.edu</p> <p>Claude Goldenberg (Project 4 PI), CSU Long Beach Email: cgolden@ucla.edu</p> <p>Sharon Vaughn (Project 5 PI), University of Texas, Austin Email: srvaughnum@aol.com</p>
<b>Project website</b>	