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Impact of Childcare Center Programs on Reading Achievement of English Language Learner Students

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COLLEGE OF EDUCATION

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2017

Abstract

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Learner Students

by

Valerie Keil

MA, Bowie State University, 2004

BS, Bloomsburg University, 1998

Doctoral Study Submitted in Partial Fulfillment

of the Requirements for the Degree of

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Abstract

Some children struggle to learn the academic skill of reading. Providing effective assistance to struggling students, especially to English Language Learners (ELLs), can be a challenge for teachers. The purpose of this study was to examine the impact of childcare programs on the reading achievement of ELLs in kindergarten and first grade. Vygotsky's sociocultural theory along with developmentally appropriate practices constituted the theoretical framework. The overarching research question examined differences in overall reading achievement of ELLs based on the completion of formal childcare programs. A causal-comparative design was used with a cluster sample drawn from a United States federal database of 3,214 ELLs divided into 2 groups: children who participated in formal childcare (FC) programs and those with no formal childcare (NFC). Four independent-samples t tests were performed to compare reading achievement of FC and NFC participants from the fall 2010 kindergarten class (FC $n =$ 1,348, NFC $n =$ 1,414), spring 2011 kindergarten class (FC $n =$ 1,485, NFC $n =$ 1621), fall 2011 first grade class (FC $n =$ 650, NFC $n =$ 698), and spring 2012 first grade class (FC $n =$ 1,482, NFC $n =$ 1,622). Using the Bonferonni method to reduce Type I errors due to familywise analyses, the a priori alpha level decreased to 0.0125. ELL students who participated in formal preschool childcare programs achieved higher scores in reading throughout kindergarten and first grade. Based on these findings, a project was developed for family childcare providers to use to facilitate literacy development. Positive social change may result from ensuring that more children begin kindergarten and first grade with a foundation of reading skills needed for ongoing learning and academic success.

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Dedication

This study is dedicated to my two children, Kyle and Lynda. Remember you can do anything when you put your mind to it. Additionally, I would like to dedicate this project study to my father for his continued support; I would not have started this endeavor without his support and encouragement. Finally, I would like to dedicate this study to my husband, Jeff. Thank you for putting up with me during this process.

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I would like to thank my chair, Dr. Janet Bufalino. Your continued support has helped me persevere. You helped me turn my brick walls into a masterpiece.

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A very special thanks to my good friend Rosa Lorenzo; I really appreciate you for checking and correcting my Spanish translations. Another special thank you to Courtney Leahey for assisting with my revisions; you are an excellent writer.

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Section 1: The Problem

Reading plays a crucial role in children's development. During the early

childhood years, the acquisition of foundational literacy skills is an important milestone

(Lonigan, Allen, & Lerner, 2011). As a child begins to develop a literacy process system,

the activity of the brain to solve problems while reading, he or she needs to understand

the relationship between print concepts (i.e., directionality of text and the differences

between letters, words, and punctuation) and the reading of continuous texts (Clay,

1993). With this knowledge, children will have a firm foundation for future learning.

In this study, I examined whether English Language Learners (ELLs) completing

a childcare center program affected their acquisition of early reading skills among in

kindergarten. Reading skills included print concepts, letter identification, sound

correspondence, vocabulary, and sight word acquisition. I also explored whether the

acquisition of early literacy skills by ELL students increases literacy achievement in first

grade as measured by reading scores. ELLs are students that speak another language at

home, and are learning English at school.

The Local Problem

Researchers have found that the development of foundational literacy skills is

associated with the later development of literacy skills (Clay, 2015; Lonigan, Allen, &

Lerner, 2011). Ford, Cabell, Konold, Invernizzi, and Gartland (2013) emphasized

differentiated instruction by educators to effectively aid students in developing

foundational literacy skills. Differentiated instruction refers to a learner-centered

environment designed to devise instruction to meet the individual needs of students for

all learners to meet their maximum potential (Santangelo & Tomlinson, 2012). Often, formal childcare programs are income-based and offered on a first-come, first-serve basis, either for a full or partial day (Local Puclic School System, 2016). Funding for these programs is also limited (Local Puclic School System, 2016). Frequently, the programs fill up; resulting in some children not having the opportunity to receive the additional sustenance the programs offer (Local Puclic School System, 2016). These aforementioned restrictions are concerning because completion of prekindergarten provides more opportunities for the development of foundational skills for ELL students (Han et al., 2014). Dockrell, Stuart, and King (2010) reported that ELL students have a significant increase in language acquisition after preschool completion.

When students demonstrate school readiness, they are ready to learn. The Maryland Model for School Readiness (MMSR) assessment is a 30-item checklist completed by kindergarten classroom teachers for all students enrolled in school on or before September 30 for the current school year (Maryland State Department of Education, 2012). Teachers use data collected from the first day of school through the end of October to complete the checklists in the beginning of November. Using the checklist, teachers assess student development in seven domains including personal/social development, language and literacy, mathematical thinking, scientific thinking, social studies, physical development, and the arts (Maryland State Department of Education, 2012). All domains have four indicators except for language and literacy, which has six indicators (Maryland State Department of Education, 2012).

The Maryland State Department of Education (2012) identified that 83% of students enrolled in public prekindergarten were fully ready for kindergarten when they were assessed using the MMSR. This number has increased, specifically for readiness in the domain of language and literacy, when it was 47% in 2001 to 73% in 2011of all Maryland students (Maryland State Department of Education, 2012). In the local school system I studied, 27% of Hispanic students were fully ready for kindergarten in 2001 while 70% in 2011 and 60% in 2012 were fully ready (Maryland State Department of Education, 2012). Low-income students were 30% fully ready for kindergarten in 2001, as compared to 74% in 2011 and 71% in 2012 (Maryland State Department of Education, 2012). ELL students were 25% fully ready for kindergarten in 2001, as compared to 70% in 2011 and 63% in 2012 (Maryland State Department of Education, 2012). Students enrolled in public prekindergarten were 3% ready for kindergarten in 2001, as compared to 81% in 2011 and 79% in 2012 (Maryland State Department of Education, 2012). The fact that many ELLs are not demonstrating kindergarten readiness in Maryland prompted me to explore school readiness on a national scale.

In the 2015 school year, the State of Maryland switched to the Kindergarten Readiness Assessment (KRA) to determine if students demonstrate readiness skills needed for kindergarten. KRA tasks align to common core standards and allow assessors to scale scores on a rubric using selected response items, performance tasks, and observational requirements (The Center on Standards & Assessment Implementation, 2015). Based on scores, 16% of ELLs demonstrated readiness in language and literacy compared to 52% of their English proficient counterparts (Maryland State Department of

Education, 2012; Ready at Five, 2016). The test results clearly showed that students,

particularly ELLs, are not as prepared for kindergarten (Maryland State Department of

Education, 2012; Ready at Five, 2016.

An increased student enrollment of ELLs is not limited to the State of Maryland.

In 2012, U.S. public school system enrolled 4,389,325 ELL students who participated in

ELL programs (National Center for Education Statistics, 2013)**.** Additionally, families

with mixed immigration status, some members are US citizens and others are not, are less

likely to enroll their children in preschool (Lindsey & Howard, 2013). In 2013, 35,209

unaccompanied minors crossed the southern border of the United States (U.S. Customs

and Border Protection, 2014). From January to August 2014, this number increased to

66,127 (U.S. Customs and Border Protection, 2014). These data only include those

minors apprehended by the border patrol; the number of children who escaped detection

is not included. Many of these children enter the U.S. public school system with limited

or no English proficiency (Capps, et al, 2005). In addition, schools in areas in which high

numbers of these children have settled do not have the necessary infrastructure to support

them (Lindsay & Howard, 2013), which results in a strain on school system resources.

Furthermore, a child's strong early reading foundation is a critical component of

future academic success. The No Child Left Behind (2002) requires that students with

limited English proficiency have opportunities to access grade-level-appropriate content

(U.S. Department of Education, 2012). When students start first grade without English

language proficiency, they often struggle to meet grade level norms. Hooper, Roberts,

Siders, Burchinal, & Zeisel (2010) found that children who have poor literacy skills when

starting school are less likely to meet the achievement level of their peers. Lonigan et al. (2011) also observed that many students who fall behind in their first years of school continue to struggle later in school. Previous reading skills are a predictor of first grade success (Chatterji, 2006).

Most U.S. states are in the process of adopting a set of standards for literacy. Many school districts have adopted the Common Core State Standards Initiative (CCSSI) for students in prekindergarten through Grade 12, whereby students must read texts of increasing complexity, including nonfiction, classic, and contemporary literature (Common Core State Standards [CCSS], 2012a). In the common core reading standards for kindergarten through Grade 6, rigor is "infused through the requirement that students read increasingly complex texts through the grades" (CCSS, 2012b, p. 11).

At the kindergarten level, CCSSI standards require students to comprehend complex material with prompting and support from teachers (CCSS, 2012a). This suggests that educators expect students to have early literacy skills at younger ages than in the past. One could argue that kindergarten students face greater academic demands than before and need opportunities to experience success with grade level material. Additionally, foundational skills in the common core relate to print concepts, acquisition of letters, sounds, phonological awareness, phonics, sight words, and fluency (CCSSI, 2014).

Schools with high levels of second language learners face increased burdens. Classroom teachers have a pivotal responsibility in the education of students. Samson and Lesaux (2015) found that ELLs had an increased likelihood of having a teacher with

fewer years of experience or who was uncertified. As many as 50% of first grade teachers felt that they were not adequately prepared to teach ELLs (Samson & Lesaux 2015); indicates a need for increased professional development.

Consistency in instruction may be a challenge for students who continuously move from one school to another or between the United States and their native countries. Cutuli et al. (2012) found that students with high mobility rates have poorer attendance and are more likely to repeat a grade; they are also overrepresented in special education programs. Students who have experienced homelessness have higher rates of mobility (Herbers et al., 2012). Fong, Bae, and Huang (2010) found that ELLs in Arizona have a higher mobility rate than their non-ELL peers.

The purpose of this study was to evaluate the impact of the completion of childcare center programs before kindergarten on the reading skills of ELL students in kindergarten and first grade. The dependent variable was reading achievement. The independent variable was completion of childcare center programs. In its assessment, the National Center for Education Statistics (2011) measured reading achievement by using a variety of questions assessing foundational skills, letters and sounds, word recognition, vocabulary, and comprehension.

Rationale

Finding a balance between what is developmentally appropriate for kindergarten students and what complies with state literacy standard requirements can be challenging for kindergarten teachers. For example, 75% of the classroom teachers surveyed by Gallant (2009) acknowledged delivering explicit reading and writing instruction at least

three times a week. Kindergarten teachers in the study expressed concerns about increasing demands of academic skills once reserved for first and second grade students (Gallant, 2009). Additionally, Bassok, Latham & Rorem (2016) reviewed national datasets from 1998 and 2010 and observed that teachers in 2010 spent an increased amount of time on literacy and math skills and decreased amount of time on art, music, science as well as student-selected tasks. Furthermore, an increased focus was on standardized test scores and school readiness than in 1998 (Bassok et al., 2016). To summarize, harmonizing developmentally appropriately practice and increased academic expectations poses difficulty for teachers.

Maintaining achievement for all student subgroups is important for students as well as educators in early school years. Reardon and Galindo (2009) argued that Hispanic children have more achievement gaps in literacy when compared to White non-Hispanic, Asian, and some Black peers. Additionally, Roberts, Mohamed, and Vaughn (2010) found that Hispanic ELL students scored lower than Asian ELL students and native English-speaking students. In addition, Hispanic ELL students had decreased preparedness for school (Roberts et al., 2010). For non-native English speakers, the literacy gap is considerable when the family is first-generation immigrant (Reardon & Galindo, 2009). Awareness of family backgrounds and needs has the possibility of assisting teachers with effective lesson development.

Students who are school ready and who have acquired early literacy skills may have greater academic achievement. Dockrell et al. (2010) reported that students who are ELL show a significant increase in language acquisition skills after the completion of

preschool. Additionally, Diamond, Gerde, and Powell (2008) reported that literacy skills at kindergarten entry are a predictor of student success. Justice et al. (2009) identified those students who have trouble with increasingly sophisticated reading skills when print knowledge is limited. Keeping this in mind, print exposure prior to kindergarten has potential to increase readiness. To address the impact of completing public prekindergarten programs on the early reading skills of ELL students in kindergarten and first grade, I evaluated data from the Early Childhood Longitudinal Study (ECLS-K:2011).

Definition of Terms

I present the following definitions to help readers understand the terminology used throughout this study:

Concepts About Print (CAP): An assessment that measures how a student attends to print; it includes book handling skills, hierarchical skills, visual scanning, print concepts, and directionality (Clay, 2013).

Childcare centers program: "[F]ormal care and supervision programs for a child in a free-standing building other than a home including churches, Head Start, nursery school, prekindergarten, preschool, and childcare centers state-sponsored programs are included" (National Center for Education Statistics, 2012, p. 37).

Emergent literacy: The notion that reading and writing emerges as a child has exposure to print (Pinnell & Fountas, 2009). This term also refers to knowledge about literacy that children gain before formal schooling (Teale & Sulzby, 1986).

Home care: Includes care for a child by a parent or close relative in the home (National Center of Education Statistics, 2012).

Non-relative care: "Is provided by someone not related to the child and is located in a private home. The private home may be the child's home, the caregiver's home, or another home" (National Center for Education Statistics, 2012, p. 20).

Literacy skills: For this study, reading continuous text integrating word knowledge, letter recognition, attending to print, vocabulary, decoding, and concepts about print (Clay, 1993).

Print concepts: Reading readiness skills including directionality, the difference between letters and words, punctuation, and the notion that print tells the story not the pictures (Clay, 1993).

Print conventions: Includes using capital and lower case letters appropriately, using punctuation in an appropriate way, and text features in both reading and writing (Pinnell & Fountas, 2009).

Prior care: Refers to the type of care a child receives prior to their entry into kindergarten (National Center for Education Statistics, 2012).

Reading Achievement: Refers to the child's score on assessments using reading skills. The students took this assessment in English, regardless of home language. The assessment makes up the English Basic Reading Skills section. Some items were specifically made for the original study; others were used with permission for other commercially available assessments (National Center for Education Statistics, 2017).

Reading skills: Includes print concepts, recognition of letters and words, letter sounds, decoding and in-context vocabulary knowledge along with reading comprehension (National Center for Education Statistics, 2012).

Reading strategies: Includes self-monitoring, self-correcting, crosschecking, one-to-one matching, directional movement, and locating known and unknown words (Clay, 1993).

School readiness: Includes three critical factors (a) diversity of experiences, (b) variation in child development, and (c) degree to reasonable expectations based upon differences (NAEYC, 2009).

Significance of the Study

This research study is significant because it will explore a critical question that students having a strong reading foundation including early literacy skills can translate into finding success in future schooling which may then lead to a positive social change. Teachers can use the data about students' acquisition of print concepts when planning for reading instruction. Finding ways to level the playing field for ELL students who did not participate in childcare center programs is critical if they are going to compete academically with their non-ELL peers. The results of this study are important for early childhood educators, administrators, superintendents, and all stakeholders with the decision-making ability for early childhood age students. Exploring how prekindergarten completion and ELL status influences the literacy development of kindergarten and first grade students is vital.

The findings of this study are significant and contribute to the body of research available for early literacy development. It describes the benefits of completing childcare center programs for students who come from second language backgrounds. The study also provides suggestions for future research to promote social change for this particular population.

Research Questions and Hypotheses

The overarching question I used to guide this study was what is the impact of completing childcare center programs on the overall reading achievement of ELL students in reading? The instruction in kindergarten shifted from a primary focus on preparing students for formal schooling and how school works to an academic setting with a focus on reading, writing, and arithmetic reserved previously for students in first grade. The skill level required in kindergarten increased for students to be considered college and career ready (CCSI, 2012a). Quantitative research is appropriate because it provides an opportunity to analyze student scores on assessments to determine if a statistically significant relationship exists (Creswell, 2012). A significant relationship can support the possibility of increased opportunities for ELL students to complete public prekindergarten programs. As part of my investigation, I posed the following specific questions.

RQ1: What is the effect of completing a childcare center program on the acquisition of early reading skills during the fall of kindergarten ELL students?

$H_0 1$: ELL students who completed childcare center program will not exhibit higher acquisition of reading skills as measured by fall ECLS-K: 2011 kindergarten

reading assessment scores than ELL students who did not complete a childcare center programs.

H_a1: ELL students who completed childcare center program will exhibit higher acquisition of reading skills as measured by fall ECLS-K: 2011 kindergarten reading assessment scores than ELL students who did not complete childcare center programs.

RQ2: What is the effect of completing a childcare center program on the acquisition of early reading skills during the spring of kindergarten ELL students?

H_02: ELL students who completed childcare center program will not exhibit higher acquisition of reading skills as measured by spring ECLS-K: 2011 kindergarten reading assessment scores than ELL students who did not complete a childcare center programs.

H_a2: ELL students who completed childcare center program will exhibit higher acquisition of reading skills as measured by spring ECLS-K: 2011 kindergarten reading assessment scores than ELL students who did not complete childcare center programs.

RQ3: What is the effect of completing a childcare center program for ELL students on the acquisition of reading skills during the fall of first grade compared to ELL students who did not complete childcare programs in first grade?

H_03: ELL students who completed childcare center programs will not exhibit higher acquisition of reading skills as measured by fall scores on the ECLS-K: 2011 first grade reading assessment than first grade ELL students who did not complete childcare center programs.

H$_a$3: ELL students who completed childcare center program will exhibit higher acquisition of reading skills as measured by the fall scores on the ECLS-K: 2011 first grade reading assessment than ELL first grade students who did not complete childcare center programs.

RQ4: What is the effect of completing a childcare center program for ELL students on the acquisition of reading skills during the spring of first grade compared to ELL students who did not complete childcare programs in first grade?

Ho4: ELL students who completed childcare center programs will not exhibit higher acquisition of reading skills as measured by spring scores on the ECLS-K: 2011 first grade reading assessment than first grade ELL students who did not complete childcare center programs.

H$_a$4: ELL students who completed childcare center program will exhibit higher acquisition of reading skills as measured by the spring scores on the ECLS-K: 2011 first grade reading assessment than ELL first grade students who did not complete childcare center programs.

Review of the Literature

In order to conduct an extensive literature review, the search terms and Booleans included: balanced literacy, benefits of preschool, Concepts About Print, Early Childhood Longitudinal Study (ECLS), developmental reading assessment, early literacy development, early reading, ELL and reading, language development, ELL and print concepts, ELL and achievement gap, ELL and prekindergarten, emergent literacy, Head Start, learning to read, Marie Clay, prekindergarten, print concepts, Reading Recovery,

Vygotsky, and zone of proximal development. The Walden University databases search included Thoreau multi-search, ERIC, ProQuest, PsycINFO, Education Research Complete, Education from Sage, and Science Direct, Google Scholar and Local Puclic School System Professional Library provided a foundation for the literature review.

Theoretical Framework

Education is an ever-evolving field, with a vast amount of research. This study uses constructivist theory including the works of Vygotsky, which serves as the theoretical foundation for this study. In particular, two facets of Vygotsky's learning theory include, sociocultural learning and how the zone of proximal development directly influences how students learn. Additionally, developmentally appropriate practice (DAP) uses a constructivist approach rooted in the research of Vygotsky, Bruner, and Montessori along with other theorists to develop their framework for best practices (National Association for the Education of Young Children [NAEYC], 2008).

The NAEYC developed a position statement that outlines a framework for best practices in early childhood education. Classroom teachers that work with the students every day should have opportunities to make decisions about curriculum and assessment (NAEYC, 2009). The three core conditions include knowledge of child development, children as individuals, and social and cultural experiences where they live (NAEYC, 2009). Understanding the whole child and using the information to plan opportunities for learning is important.

When determining school readiness, the NAEYC purported three core beliefs for promoting school readiness. First, all children should have opportunities promoting

success in school implementing a curriculum that is appropriate and builds on prior

learning experiences (NAEYC, 2009). Second, all student differences should be

recognized and supported including cultural, language, and experiences by making

connections that have meaning for the students (NAEYC, 2009). Finally, the expectations

for students should be reasonable about what the students should be expected to do and

when based upon the knowledge the teacher has about child development and resources

to teach them (NAEYC, 2009).

    Vygotsky (1978) described how social interactions with others increase learning.

Additionally, Vygotsky described two different aspects of development that affect a

students' learning actual and proximal development. Actual development is the "level of

development of a child's mental functions that have been established as a result of certain

already completed developmental cycle" (Vygotsky, 1978, p. 85). The zone of proximal

development (ZPD) is what activities students can complete with support from an adult

or a capable peer (Vygotsky, 1978; Vygotsky & Kozulin, 2011; Kozulin, 2011). The

awareness of knowing the level of students' readiness allows teachers to advance them to

the next step using scaffolding techniques. The ZPD is the teacher's awareness of

knowing what a student knows and what learning/teaching can occur based on this

knowledge. The zone of proximal development is learning that is possible knowing what

the student knows. For example, a child whose letter knowledge in their zone of actual

development includes the letters "t" "h" "e", can learn to read the word 'the'. Learning

the word "the" occurred in the child's zone of proximal development, a result of the

teacher's knowledge and support.

Using the actual level of student development and their proximal development, the teacher promotes the student learning of new concepts. Young children should have instruction based on their developmental level. How students use support today from teachers and peers will influence their independence in the future.

Using the knowledge of a student's ZPD, a teacher can increase student learning. Vygotsky (1986) discussed the existence of "sensitive periods". Vygotsky described, "The school years as a whole are optimal times for instruction in operations that require awareness and deliberate control" (Vygotsky, 1986 p. 190). Informal assessment performed by the teacher provides opportunities for teachers to find the student's zone of proximal development, and this knowledge will eventually allow students to progress. Instruction during these periods increases the standard of student functioning (Vygotsky, 1978). Additionally, Vygotsky (1986) noted that a student with a higher level of maturation in their native language progressed faster in learning a second language.

Scaffolding is the "process that enables a child or novice to solve a problem, carry out a task, or achieve a goal which would be beyond his unassisted efforts" (Wood, Bruner & Ross, 1976, p. 90). Scaffolding instruction is a similar process to ZPD, whereby teachers and fellow classmates guide students to function at a higher level than they would perform and help them complete activities on an independent level. Langer and Applebee (1986) described key points of Vygotsky's theory including the need for students to participate in meaningful learning environments. Vygotsky noted and confirmed that children need to take an active part in learning with adults providing structure and guidance when needed.

Support from peers and teachers provide students encouragement to increase knowledge and skills. This support provides a foundation for future learning. The readiness level of literacy skills when students enter school can predict future student success (Diamond et al., 2008).

Learning to Read

In the United States, learning to read and write is critical. Lane, Pullen, Hudson, and Knolod (2009); McGinty, Justice, Piasta, Kaderavek, & Fan (2012); and Tavakoli & Esmae'li (2013) emphasized that strong literacy skills are necessary to future reading success. Children who read on a regular basis experience early success with reading (Lane et al., 2009). When students enter kindergarten with some knowledge of phonemic awareness along with the names of the letters often have increases letter-sound correspondence (Huang, Tortorelli, & Invernizzi 2014). However, when students experience failure, they read less and experience decreased progress (Lane et al., 2009). Interventions for struggling readers can provide increased opportunity for success. Shanahan and Lonigan (2010) used a meta-analysis and discovered that when using shared reading as an intervention, a moderate effect size was statistically significant in regards to oral language and awareness of print knowledge. Pullen and Lane (2014) found that when students participated in teacher-directed practice with decoding, produces a significant increase in ability for struggling readers in all four areas (a) phonemic awareness (b) decoding CVC words (c) decoding pseudo CVC words and (d) sight words. Additionally, Huang et al., (2014) discussed that when students struggles, start instruction with the letters in their name.

Understanding how printed words function including procedural and conceptual knowledge is necessary to students learning to read. Print concepts include directionality, tracking print, the difference between letters and words, and understanding punctuation (Clay, 2005). Accordingly, observing students as they interact with print provides the teacher with valuable information about a student's literacy development (Clay, 2005). Understanding the process students engage in while becoming literate may provide insight for teachers as the deliver instruction and predict student success.

When reading, the concept of directionality and tracking print includes understanding how someone reads print and where to begin. Students in the United States read English from left to right and top to bottom of the page. When performing the reading task, a student reads from one line to the next using return sweep, and from the first page to the last in that order. When reading print, one must understand the difference between letters and words and their boundaries (Clay, 1993). This understanding is critical in the development of the alphabetic principle necessary for learning to read English. Additionally, readers need to understand that letters make words, words make sentences, sentences make paragraphs, and paragraphs make continuous text. Understanding that punctuation marks have distinct purposes is also important (Clay, 1993). When used correctly, punctuation marks aid the reader to an understanding of the author's intent.

Students need daily opportunities to read daily as part of the school day. Wanzek, Roberts, Al Otaba, & Kent (2014) and Kent, Wanzek, Al Otaba (2012) found that students with risk factors for delays in reading ability spend less than two minutes a day

reading. Students that spent more time reading had an increased level of reading achievement by the conclusion of kindergarten than those with less time reading (Wanzek et al., 2012). Active engagement with print during focused whole-group instruction kept students actively engaged (Wanzek et al., 2014). Providing opportunities for teacher-directed activities for students to interact with print is important for literacy development.

Acknowledging the interconnectedness of reading and writing is imperative for teachers to understand and appreciate. Often undervalued is the relationship between reading and writing (Clay, 2005). In addition, Clay (2005) asserted that often children explore with writing before reading and that their scribbles are experiments moving to print. Additionally, Clay (2005) described it is important to students to have eye-brain control for reading and writing. The build-up and break down of print leads to the development of hierarchical skills including differentiating between letters and words (Clay, 2005; Fountas & Pinnell, 1996). Reading and writing are connected concepts and competencies learned in one area and transferred to the other (Fountas & Pinnell, 1996). Moreover, making the connections between reading and writing can increase students' overall literacy development.

Relating print concepts to learning to read continuous text is necessary for emergent readers. Hovland, Gapp, and Theis (2011) described the results of their survey including the firm belief by teachers that students must first develop specific concepts about print before learning to read. One of the first concepts students need to develop is an understanding that print tells a story (Bialystock & Martin, 2003; Leyva, Reese, & Wiser, 2012). This skill is a precursor to reading and writing. In a similar way, Justice et

al. (2009), along with Gettinger and Stoiber (2014), found that when students participated in programs focused on print, the students had significant gains in print concepts. Students in preschool increased in alphabet knowledge and name-writing ability (Justice et al., 2009). Furthermore, Justice, Pullen, and Pence (2008) immersed 44 four-year-old children in a storybook reading environment and found that verbal and nonverbal print referencing increased student attention to print. Nonverbal print references increased the attention of students to the print (Justice et al., 2008). Additionally, Piasta, Justice, McGinty, and Kaderavek, (2012) found that referencing the print during shared reading of storybooks increased student literacy skills two years later. Referencing print in continuous text is imperative to student learning, and making connections.

The National Center completed a meta-analysis of existing research for Family Literacy (2008) on early literacy skills of ~~for~~ children under the age of five. Across three different studies that included 374 participants, The National Center for Family Literacy (2008) found a correlation of 0.48 between concepts about print and reading comprehension. In addition, the National Center for Family Literacy (2008) analyzed 534 children across four studies and showed a moderate correlation of 0.43 between spelling and concepts about print.

The National Center for Family Literacy (2008) research highlighted the importance of teaching concepts about print for emergent readers. For example, Jones, Reutzel, and Fargo (2010) found that even though explicit writing instruction takes place during the reading block, the students made progress in reading over time. Overall,

reading and writing skill work together and, teachers must encourage the integration of all the literacy skills (reading, writing, speaking, and listening).

Reading and ELL Students

The National Center for Education Statistics (2013) identified that 9.1% of all public school students were ELL during the 2011-2012 school year. According to the U.S. Department of Education (2007), all states must provide appropriate instruction for ELL students. As a result of this federal government mandate, a review of all areas of language development will provide~~s~~ a clear picture of the whole students' ability. This review should include kindergarten and the development of academic language in the domains of listening, reading, speaking, and writing (World-class Instructional Design and Assessment WIDA, 2013)**.**

Children grow and develop at different stages. The National Association for the Education of Young Children (2008) discussed the development of literacy from infancy and noted that literacy does not develop automatically. Instruction should focus on phonemic awareness, segmenting, alphabetic principal, linguistic awareness, vocabulary building, structure of language, and decoding (Ford, et al., 2013; NAEYC, 2008). Solari et al. (2014) shows that oral reading fluency skills are predictable by terms of phonemic awareness and letter knowledge for ELLs in kindergarten. Additionally, this is similar to the research conducted by Yesil-Dagli (2011) that found that "English letter naming fluency was the best predictor and vocabulary skills were the second best predictor of oral reading fluency in first grade followed by sound fluency (p. 15)" for ELLs. Vadasy and Sanders (2013) also found that alphabetic principal and phonological skills have an

effect on most reading outcomes. It is easier for students who are proficient in their

mother's tongue to acquire the English language (Dockrell, et al., 2010; NAEYC, 2008).

The conclusion is that the development of early literacy skills lays the foundation for

ELLs as they learn to read.

Providing wait time allows students to process the second language. Many times,

children need to think in their native language and then translate it into English before

speaking or writing. Maters and Gerber (2008) discussed the findings of their

intervention that included explicitly teaching concepts about print with ELL students.

When the students' first literacy skill instruction was in Spanish, instead of English, the

students had a stronger grasp of the skills (Maters & Gerber, 2008). Roberts, Mohamed,

and Vaughn (2010) found that ELLs that were Spanish-speaking ELLs experienced fewer

academic gains between kindergarten and fifth grade than their counterparts that are of

Asian descent. Often, looking at just ELL status is not enough; ELL students have

different subgroups that can affect performance.

Chan and Sylva (2014) completed a research review and synthesis found that

when a student's first language is typologically similar to the second language, the

acquisition of the second language is easier. Furthermore, Uchikoshi (2013) discussed

that the development of a students' home language should be encouraged by parents and

teachers. Additionally, Cheung & Slaven, (2012) noted that the quality of the instruction

was more important that the type of program used. The proven ELL program

interventions have two things in common (a) extensive professional development

including manuals, videos, and peer coaching, and (b) cooperative learning and daily

opportunities for students to apply developing school-related vocabulary (Cheung &

Slaven, 2002). Differentiation of instruction is also very important to meet the needs of

diverse populations (Ford et al., 2013). Generally, the basis for grouping of ELLs should

focus on needs and having opportunities to apply new skills in cooperative opportunities

with peers.

After reviewing the data from Phonological Awareness Literacy Screening for

Kindergarten (PALS K) assessments, Ford, et al. (2014) found that presenting assessment

administration in English to ELLs makes future reading achievement predictable in first

grade. Several of the PALS K subtests showed predictive ability including alphabet

recognition, invented spelling, phonological awareness, orthographic knowledge, and

concepts of word tests (Ford et al., 2014). The implication of this study demonstrated the

power that assessing ELLs in English has in determining acquisition of early literacy

skills.

Language proficiency is an important skill ELLs need to achieve. Determining

language proficiency includes reading, writing, speaking and listening. Ford et al. (2013)

discussed that the English proficiency levels of ELLs should not be the only basis for

grouping students Overall literacy development should be included in the grouping of

students for instructional purposes.

Benefits of Childcare Center Programs

Many factors influence student achievement. The availability of preschool and

kindergarten programs for young children increase early literacy skills (Shanahan &

Lonigan, 2010). Teachers should provide daily opportunities for students to interact with

print (National Association for the Education of Young Children [NAEYC], 2008). Furthermore, Lynch (2009, 2011) observed that Canadian preschool teachers provided a variety of print interactions with the students and the quality of time varied. Many classrooms had print around the room; however, some resources were on a high shelf and not accessible to the students (Lynch, 2009). Another factor related to Canadian preschool teachers believed that student-teacher interactions are important; however, additional professional interactions for the staff are needed (Lynch, 2009). Lastly, professional development provides opportunities for teachers to share ideas and strategies.

Teacher emphasis on print and writing resulted in significant improvement in student writing in Head Start (Maters & Gerber, 2008). Additionally, Han et al. (2013) found that Head Start programs with an emphasis on language development increased student achievement for ELL students. Moreover, integration of reading and writing is critical for overall literacy development. When teachers reference print during whole class instruction, students with attention problems, had difficulty maintaining focus (McGinty, Justice, Piasta, Kaderavek, & Fan, 2012). Additionally, students that had better attention to instruction, acquires increased emergent literacy (Dice & Schwanenflugel, 2012). Focusing on print is essential to students learning to read.

Understanding the concept that print refers to spoken words in written form is a critical step in language development. During the year of enrollment in the Head Start program, students' awareness about print increased, the print told the story and not the picture (Diamond et al., 2008). This awareness (directionality, the difference between

letters and words, identifying the initial letter) is a prerequisite skill for reading. Gong and Levy (2008) discussed the importance of understanding print before the reader can decode it. Additionally, just listening to a story is not enough for students to develop an understanding about print (Gong & Levy, 2008). Evans, Williamson, and Pursoo (2008) along with Piasta et al., (2012) reported that pointing to the words by the teacher during shared reading activities increased the students' attention to the print. Furthermore, McGinty et al. (2011, 2012) described that the interactions between adults and student coupled with a literacy-rich environment increased student achievement. Modeling print concepts provided opportunities for students to comprehend the notion of conventions.

Lee (2010) used longitudinal data from The National Survey of Children and Youth and found that if children participated in Head Start, a correlation exists between literacy achievement at ages 5-6 and ages 11-12 (β=.38. p <0.01). Students whose mother had at least a high school degree scored higher in literacy and math and had better classroom behavior (Lee, 2010; Magnusin, Ruhm, & Waldfogel, 2007). According to the National Association for the Education of Young Children (2009), students that lived in impoverished households or with family members that had limited educational backgrounds had cognitive test scores that were 60% below their peers from higher socioeconomic statuses. In addition, Chien et al. (2010) found that children in poverty benefit the most from academic preschool programs rich in literacy and mathematics. Using data from the Early Childhood Longitudinal Study (ECLS) class 1998-1999, Magnuson et al.(2007) found an increased academic benefit if students attended prekindergarten in the same school as kindergarten.

Students that participated in high-quality prekindergarten programs with frequent teacher interactions resulted in increased student literacy skills when compared to peers who did not interact (Burchinal, Vandergrift, Piana, & Mashburn, 2010; Howes et al., 2008). Chen et al. (2010) found that opportunities for one-on-one interactions between teachers and students provided the best learning environments for children with low socioeconomic status. Han et al. (2014) discussed that when the children come from low-income families the quality language and literacy rich preschool programs can reduce the gap in English between dual language learners and native English speakers. Reduction of the achievement gap potentially lasts through the early primary grades (Han et al., 2013).As students' progress in school, the achievement gap between groups grew due to socioeconomic status (Aikens & Barbarian, 2008; Winsler et al., 2008). Students who are academically behind their peers in the early years often lack the prerequisite school readiness skills when entering kindergarten (Winsler et al., 2008). Chatterji (2006) reviewed the findings of an ECLS and found that children of low socioeconomic status had lower levels of school preparedness when entering first grade. Additionally, minorities and economically disadvantaged children had an increased likelihood of repeating a year in school (Abbot et al., 2010; Burkam, LoGerfo, Ready, & Lee, 2007).

Early academic intervention for students from disadvantaged backgrounds proved beneficial (Burger, 2010). Some of the benefits of prekindergarten start to fade at the end of first grade (Magnuson et al., 2007). Children that participated in formal prior care experiences have increased preparedness for kindergarten. For this reason, the proposed study examined if there is a difference in reading achievement for students previously

enrolled in childcare center programs. The findings will add to the body of existing research reflecting possible benefits of prior care on the acquisition of early literacy skills.

Implications

Using the results of this research, the project direction based on the significant findings of the data collected and analyzed included a six-day family workshop. The Workshop design is to assist families and care providers in the development of a home literacy environment that encourages literacy acquisition. I will share the results with the National Center for Education Statistics. Furthermore, the study's results could have significant implications for the planning of activities, such as training sessions for families and informal licensed care providers.

This study provides an opportunity to encourage social change in the local community by increasing the availability of quality formal childcare programs that foster the development of emergent literacy skills. It is imperative to students to develop early the skills needed to achieve academic success later in life. It is possible that the results of this study could affect daily literacy instruction for ELL ages 3-7. Another avenue for social change includes encouraging teachers in the target school and possibly across the country, to use the data gathered from required assessments in a variety of ways to plan for future instruction. My project may also have implications for social change through fair and equitable access to programs for ELLs and the general improvement of formal childcare programs at large.

Summary

This doctoral project study examines the influences of prekindergarten completion and ELL status on literacy development of kindergarten and first grade students. Learning to read and write is essential for all students as they move from kindergarten to first grade. This research study adds to the importance of early childhood educators' use of print concepts as a part of their daily instruction. This research examines quantitatively if there is a difference in reading for ELL students who did and did not participate in a childcare center program. Additionally, my study examines if the effects of completing a prekindergarten program of this nature extends into first grade for ELL students.

This section has four parts including the definition of the problem, rationale, related definitions, significance, guiding research questions, critical review of the literature, and study implications. The next section includes the research design, setting and sample, instrumentation, materials, data collection, analysis, assumptions, limitations, implementations, and ethical considerations. Section 3 includes a description of the products and goals, a review of related literature, implementation, evaluation, and how it influences social change. The final section contains reflections of the project, including strengths, recommendations, remediations, limitations, scholarship, project development and evaluation, analysis of personal growth, the project's potential impact on social change, along with implications, applications, and directions for future research.

Section 2: The Methodology

Introduction

In this section, I provide an overview of my data collection procedures, population and sample, data analysis procedures. I also consider the assumptions, limitations, and scope and delimitations, along with ethical considerations, of my project study. A causal-comparative research design was an appropriate design to explore the difference between early reading ability and the participation in prekindergarten programs for ELL students because I cannot manipulate the independent variable. Preexisting archival data from the ECLS-K:2011 provided the data set for this study. I used a parametric statistical analysis, to determine the statistical significance of group differences, which included independent t tests. Results indicated a statistically significant positive impact of formal prior care on reading achievement during all four testing periods. Section 2 concludes with a discussion of the validity and reliability of instruments used for data collection.

Research Design and Approach

I used a causal-comparative design to evaluate the impact of completing childcare center programs on the reading ability of ELL students in the fall and spring of both kindergarten and first grade. The usual goal when using causal-comparative designs is not to determine causality but to examine the degree of differences within or between groups (Rumrill, 2004; Schenker & Rumrill, 2004). A quantitative casual-comparative design whereby comparing two intact groups is appropriate when manipulating the independent variable is inappropriate, unethical, or impossible (Lodico, 2008). In this

case, it was impossible to manipulate the variables of primary home language or prior schooling; therefore, causal-comparative was an appropriate design. Causal-comparative design allows for the analysis of archival data. In this study, I also sought to determine if childcare programs completion-has any lasting effects on ELL students reading achievement. In this study, I examined data to determine differences between students that did and did not participate in prekindergarten program.

Setting and Sample

I drew my sample from ECLS data for the 2010-2011 school year. The nationally representative sample consisted of 18,000 parents and children from across the United States (Mulligan et al., 2012). Students in the sample participated in a full- or half-day kindergarten program, had repeated kindergarten, or were kindergarten age in an ungraded classroom during the school year 2010-11 (Mulligan et al., 2012). Participants varied in race, ethnicity, and socioeconomic background (Mulligan et al., 2012). The response rate was approximately 59% because 780 of the 1,320 schools sampled responded in the first wave of the longitudinal study (Mulligan et al., 2012).

The type of prior care, indicated in the ECLS K:2011, for the students before entering kindergarten provided the information used for the grouping. I used a clustered sampling method based upon participation in prior care programs. Furthermore, I assigned participants to two groups based on childcare participation and nonparticipation.

Power analysis is a calculation for researchers to perform when making decisions about sample size for quantitative studies. According to Kelly (2015), if statistical analysis is performed with too few participants, then the study may be considered

underpowered. An analysis that does not have sufficient statistical power may risk

making a Type II error. Such an error occurs when the null hypothesis is confirmed when

it should have been rejected (Kelly, 2015). Conversely, if an overabundance of cases is

included in a statistical analysis, then a Type I error may occur, wherein the null

hypothesis is falsely rejected (Kelly, 2015). Power analysis, therefore, is used to estimate

sample sizes to balance the risk between committing Type I and Type II errors (Cohen,

1992). When considering power analysis for my study, I chose to use all the available

cases that met participation criteria because I wanted my analyses to be more sensitive to

finding statistical significance, or more statistically powerful. I controlled for Type I error

by using the Bonferroni correction when running multiple tests on the same sample. In

this case, 0.05 divided by 4.0 set the a priori alpha level at 0.0125 (Tabachnick & Fidell,

2013). Finally, I balanced significant findings by reporting effect size with my analysis

results per Kelly's (2015) protocol.

My sample came from all the participants in the data set who matched the

established parameters for participation including primary home language to determine if

the student is ELL and the type of prior care. The first step in obtaining the sample was to

remove all participants who were not ELL (i.e., their primary home language was a

language other than English). Next, I excluded all participants who did not have prior

care indicated in the dataset because there was no way to determine if they had formal or

informal prior care. Based on these criteria, I selected 3214 total student participant

records to analyze for the study. Table 1 the number of participants for each assessment

term by variable.

Table 1

Sample Size by Timeline

Term (grade level)	Completed program	Did not complete program
	N	N
Fall (kindergarten)	1,348	1,414
Spring (kindergarten)	1,485	1,621
Fall (first grade)	650	698
Spring (first grade)	1,482	1,622

The original ECLS dataset contained 18,174 participants. In this dataset, 3,941 parents indicated that their child spoke a non-English language as the primary language at home. From the 3,941 participants, valid data for 3,214 participants were available regarding whether a child attended a formal preschool childcare center. Table 2 presents demographic comparisons of the 3,214 sample with the original sample of 18,174 participants. As shown in Table 2, the subsample used for this study was comparable with the full sample in terms of child gender. However, the subsample was comprised of a significantly larger proportion of children whose race/ethnicity was Hispanic or Asian, relative to the full sample. Further, the subsample's mean socioeconomic status (SES) was more than two standard deviations below that of the full sample. These significant differences are not surprising, given that the subsample was comprised only of individuals whose primary language at home was non-English. When reviewing the results, it is important to note the sample was restricted to ELLs. It also contains a high

number of children living in poverty. This is another factor often considered at risk

(Garcia & Jenson, 2009**).**

Table 2

Demographic Characteristics of the Full Sample and Subsample

Variables	Full sample (*N* = 18174)			Analysis sample (*n* = 3214)			*t* or χ2[†]	Cohen's *d* or Phi
	M	*SD*	Freq	*M*	*SD*	Freq		
Gender							.02[†]	.001
Female			8849 (48.7%)			1599 (49.8%)		
Male			9283 (51.1%)			1615 (50.2%)		
No Data Available			42 (0.2%)					
Race/Ethnicity							53.67[†]***	.05
Non-Hispanic, White			8489 (46.7%)			304 (9.5%)		
Non-Hispanic, African American			2397 (13.2%)			99 (3.1%)		
Hispanic, White			3944 (21.7%)			1855(57.7%)		
Hispanic, no race specified			641 (3.5%)			118 (3.7%)		
Non-Hispanic, Asian			1546 (8.5%)			701 (21.8%)		
Non-Hispanic, Nat-Haw or Pac-Isl			116 (0.5%)			29 (0.9%)		
Non-Hispanic, Native American			169 (0.9%)			17 (0.5%)		
Multiracial			822 (4.5%)			91 (2.8%)		
Socioeconomic Status (Ranges from -2.33 to 2.37)	-0.05	0.81		-2.33	2.37		90.29***	1.29

Note. SES was measured as a continuous variable in the ECLS. The SES variable reflects a composite across parents' income, occupation, and education, and was standardized to have a mean of 0 and a standard deviation of 1. A standardized score of "0" represents the mean for the entire sample; a score of '-1' would indicate that the mean of the selected sample was 1 SD below the mean of the full sample. Note that data were available for 71.3% of the full sample. One asterisk (*) indicates a *p* < 0.05, while two asterisks (**) indicates a *p* < 0.01, and three asterisks (***) indicates a *p* < 0.001.

Instrumentation and Materials

The National Center for Education Statistics utilized several different types of instruments to gather data. The instruments included parent interviews (conducted mostly via telephone) surveys in the fall and spring, and academic assessments of the child participants. Translation of the parent interview questions took place before the process began (Mulligan et al., 2012). The ECLS-K:2011 kindergarten reading assessment included a variety of questions. The following quotation clarifies the assessment measure in the words of the original researchers. Specifically, Mulligan et al. (2012) described the measure saying:

> The possible range of scores was 0 to 83. The reading assessment included questions measuring basic skills … vocabulary knowledge, and reading comprehension…The study only asked children that could read to answer reading comprehension questions… The design of the reading assessment allowed for the computation of reading scores for all children, regardless of home language and English proficiency. (p. 19)

The administration of assessments took place in a 1-1 setting by the ECLS staff specially trained in the process. The assessors used "computer assisted technology and small easel test books containing the assessment items" (Mulligan et al., 2012., p. 18). The administration of assessments used a "two-stage adaptive test. For each assessment, the first stage was a routing section and determined which one of the three second-stage tests varied by level of difficulty (low, middle, or high difficulty)." (Mulligan et al., 2012, p. 18). The two-stage adaptive testing procedure "maximize[s] accuracy of

measurement while minimizing assessment time" (Mulligan et al., 2012, p. 18). The assessment administration window was in the fall and spring of both kindergarten and first grade. The assessment design allows for the majority of the assessments to be multiple choice with only one correct answer. Open-ended items have a rubric for scoring, and the test administers had extensive training. The complete data set is available from the National Center of Educational Statistics (2016).

Reliability of Data Instrument

The kindergarten and first grade reading assessment used to generate the data for this study examines multiple aspects of early reading abilities. The psychometric report from the National Center for Education Statistics (Rock & Pollack, 2002) contained information regarding the reliability of assessments. In order to determine the reliability of the reading assessment, item response theory theta θ scores have ranges from $\theta = 0.93$ to $\theta = 0.97$ indicating strong internal reliability (Rock & Pollack, 2002). In a separate study, Tourangeau et al. (2015) identified the internal reliability of the 100 direct assessment items for reading from the Fall 2010, Spring 2011, and Fall 2011 as 0.95, and from the Spring 2012 as 0.93. These alphas provided evidence of high reliability for the direct assessment items.

To reduce non-sampling error during data collection, 10 of the 120 assessment items were field tested in different order, the survey items were used on previous surveys the assessors, interviewers underwent multiple-day training and certification classes, and they were monitored throughout the study timeframe of data collection (Rock & Pollack, 2002). National Center for Education Statistics assigned weights to the data to address

sampling error and to compensate for probabilities that were not equal during the different stages of the study (Rock & Pollack, 2002).

Validity of Data Instrument

The students participated in the assessments individually. The direct and indirect measures had a parallel structure, and standards and literature provided predictive validity. Construct validity for the reading assessment used an additional reading assessment and correlations between the rounds (Rock & Pollack, 2002). To determine construct validity of direct literacy assessments, the intercorrelations for all rounds (1-4, round 3 was a 30% sample) was 1.0 (Rock & Pollack, 2002). The intercorrelations between theta scores were $r = 0.74$ to 0.77; round three had slight decreases over time (Rock & Pollack, 2002). Researchers conducted a three-level analysis to minimize interviewer threat to validity. Analysis for the fall of kindergarten were child, level 1: $r = 0.72$ (92.3%); interviewer, level 2: $r = 0.01$, (1.3%); and team leader, level 3 $r = 0.05$, (6.4%) respectively (Rock & Pollack, 2002). For the spring of first grade: child, level 1: $r = 0.38$ (92.7%, Interviewer, level 2: $r = 0.01$, 2.4%; and team leader, level 3 $r = 0.02$, 4.8% (Rock & Pollack, 2002).

Data Collection

Walden University Institutional Review Board (IRB) authorized this study (approval number 04-22-15-0239459). I accessed the public use data file and the electronic codebook for the ECLS-K:2011. The assessment window for kindergarten students was during the 2010-11 school year. The first grade assessment window was during the 2011-12 school year. Figure 1 shows the assessment windows.

Fall 2010

Kindergarten

Aug.-Dec. 2010

Fall 2011

First Grade

Aug.-Dec. 2011

Spring 2011

Kindergarten

March-June 2011

Spring 2012

First Grade

March-June 2012
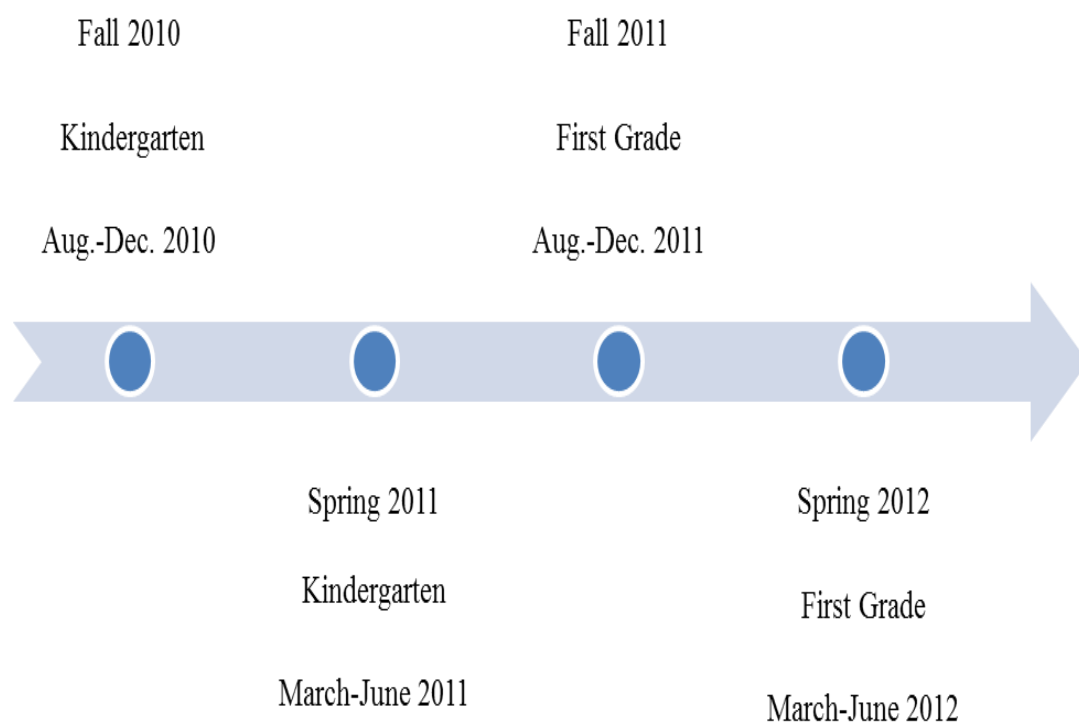
Figure 1. Timeline for test administration.

Data Analysis

There were four dependent variables in this study: reading skills as assessed in the fall of kindergarten, spring of kindergarten, fall of first grade and spring of first grade. Each of these scores (called theta scores) has a possible range between -6 and 6. As shown in Table 2, each of these variables were sufficiently normally distributed and according to common standards based on skew values between -2 and 2, and kurtosis values between -7 and 7 (Curran, West, & Finch, 1996).

The purpose of the present study was to examine differences in reading achievement across two groups of ELL children: those who attended a formal preschool childcare center and those who did not. Reading skills were assessed with a standardized and normed reading achievement measure, and I completed the analysis at four different

time points. All analyses employed the ECLS-K: 2011 dataset, using weights to estimate reading achievement for the national population of children who speak a primary language other than English in their home

This section presents preliminary data management and screening, followed by comparisons of the subsample used in present analyses with the full sample and then presentation of hypothesis testing from four independent samples *t* tests. Although the generally accepted criteria for alpha is .05, the present results are based on a Bonferroni correction that controls for inflated Type I error when running multiple tests on the same sample. Specifically, .05 was divided by four to set the a priori alpha level at .0125 (Tabachnick & Fidell, 2013).

The research on students who are linguistically diverse and with low socioeconomic status is limited. Students with low socio-economic status face increased learning needs (Chien et al., 2010; Fong et al., 2010; Roberts et al., 2010). ELL children entering preschool with low socio-economic status have very low level of proficiency in either English or Spanish (Lindhon-Leary, 2014). Additionally, Flores, Batalova and Fix (2012) and Samson and Lesaux (2015) found that ELL students had an increased likelihood of having low socioeconomic status. Hispanic ELL students had almost 90% low socioeconomic status as compared to 65% of their non-ELL counterparts (Flores et al., 2012). This reality puts ELLs at an academic disadvantage. The development of vocabulary is imperative for the acquisition of literacy skills. Heart and Risley (2003) found children from families with lower socioeconomic status possess significantly lower vocabularies than their counterparts from higher socioeconomic statuses. Students with a

low socioeconomic status that have advanced emergent reading behaviors tended to

become better readers later (Kieffer, 2008).

I tested the four hypotheses, outlined below with a series of independent samples *t*

tests, using an alpha of .0125 as the threshold of significance. As noted above, this value

was based on a Bonferroni correction of the standard threshold of .05 divided by four. I

used STATA 14.1 to conduct the *t* tests presented here (StataCorp, 2015) so that the

analyses could incorporate the sampling weights. National Center for Educational

Statistics computed the sampling weights, used to offer estimates of population

parameters based on the available sample data. The ECLS dataset computed weights for

the data sets for two primary reasons.

First, the weights compensate for differential probabilities of selection into the

study. In other words, the ECLS study administrators acknowledged their study was not a

true random sample of the intended target population, which was the population of the

USA (Mulligan et al., 2012). Some of the children in the population had a greater or

lesser chance of enrollment in the study because it is not a true random sample. Sample

statistics do not reflect true population parameters unless the data are weighed to account

for the differential probabilities set up by the aforementioned sampling characteristics

(Stevens, 2016). This approach attributes more weight to participants who have

demographic features underrepresented in the sample when calculating sample statistics,

and across all participants in the study, the weights attenuate biased sampling so to offer

reasonable estimates of true population parameters (Stevens, 2016). In addition, the

weights adjust for nonresponse. Nonresponse is an issue even if random sampling is

achieved. Participants can choose not to respond or are unable to respond for any reason. Consequently, the data becomes systematically biased, and these participants can be excluded from the analyses if they do not have applicable data. The weights adjust for nonresponse in addition to differential probabilities (Tourangeau, Nord, Lé, Sorongon, & Najarian, 2009).

Assumptions, Limitations, and Scope and Delimitations

This study has three main assumptions. The first assumption is that the all of the test administers for the ECLS strictly adhered to the guidelines when administering assessments. Although the ECLS had procedures in place to ensure quality, there is always a possibility of human error. The second assumption is that during the parent interviews, the parents answered truthfully, and do not respond with what they feel is socially acceptable. At times, some people respond in a way that they think that others expect them to respond. The final assumption is that all coding and data recording is correct. This is important because the coding of the data set took place prior to its use in this study.

This study has four main limitations. First, the impact of academic support the students outside of the school day during kindergarten are unknown. Outside influence on the student can affect their academic achievement. Nevertheless, because such differences are likely randomly distributed across both groups, they are not likely to result in an erroneous rejection of the null hypotheses. A second issue is that, some students participated in full-day kindergarten programs while other children participated in half-day kindergarten programs. Additionally, either students who did not demonstrate

enough English during the pre-assessment had the test administered in Spanish or some parts of the assessment were eliminated from the test. These modifications could affect how these scores reflect reading achievement. Finally, the third limitation relates to the first grade fall, which had a smaller sample size than the other terms. The scope of this study includes examining students that are ELL and how participation in formal childcare programs influenced reading achievement. The delimitation of this study is that the collection was from an outside source and was previously collected.

Protection of Participants' Rights

I completed the required National Institute of Health (NIH) training for the protection of human participants. The protection of the participants is a critical component. Next, I obtained approval from the Walden University IRB. IRB officials reviewed the study's scope and nature to ensure it meets ethical requirements. The National Center for Education Statistics adhered to the strict protocol during the original data collection process. As part of the process, the National Center for Education Statistics coded the data to ensure confidentiality of all the participants. No student names or personal identification data was included. The ECLs-K:2011 data set is available for public use from the National Center for Education Statistics. Finally, I will disposal of all study related data by permanently deleting the excel document after the minimum five-year requirement from the researcher's computer.

Results

Hypothesis 1

ELL students who completed an early childcare center program will exhibit higher acquisition of reading skills as measured by fall ECLS-K: 2011 kindergarten reading assessment scores than ELL students who did not complete childcare center programs. Correspondingly, the null hypothesis was that ELL students who completed a childcare center program would not differ on reading skills from ELL students who did not complete such a program. Based on the result of the independent samples t test, the null hypothesis was rejected. Children who participated in the formal childcare center program scored significantly higher on a measure of reading skills during the Fall semester of kindergarten ($n = 1,348$, $M_{weighted} = -0.86$, $SD_{weighted} = 0.03$) than children who did not participate in a formal childcare center program ($n = 1,414$, $M_{weighted} = -0.45$, $SD_{weighted} = 0.03$), $t = -10.15$, $p < .001$. The effect size of this difference is $d = .39$, which according to Cohen's conventions is in the small to medium range (Cohen, 1992).

Hypothesis 2

ELL students who completed an early childcare center program will exhibit higher acquisition of reading skills as measured by spring ECLS-K: 2011 kindergarten reading assessment scores than ELL students who did not complete childcare center programs. The corresponding null hypothesis was that ELL students who completed a childcare center program would not differ from ELL students who did not complete a program on reading skills assessed during spring of the kindergarten year. According to the independent samples t test, the null hypothesis was rejected. Children who

participated in the formal childcare center program scored significantly higher on a measure of reading skills during the Spring semester of kindregarten ($n = 1,485$, $M_{weighted} = 0.49$, $SD_{weighted} = 0.03$) than children who did not participate in a formal childcare center program ($n = 1,621$, $M_{weighted} = 0.19$, $SD_{weighted} = 0.03$), $t = -7.83$, $p < .001$. The effect size of this difference is $d = .30$, which according to Cohen's conventions is in the small to medium range (Cohen, 1992).

Hypothesis 3

ELL students who completed an early childcare center program will exhibit higher acquisition of reading skills as measured by the fall scores on the ECLS-K: 2011 first grade reading assessment than ELL first grade students who did not complete childcare center programs. The null hypothesis was that ELL students who completed a childcare center program would not demonstrated differences on the first grade reading assessment relative to ELL students who did not complete a program. Based on the result of the independent samples t test, the null hypothesis was rejected. Children who participated in the formal childcare center program scored significantly higher on a measure of reading skills during the Fall semester of first grade ($n = 650$, $M_{weighted} = 0.89$, $SD_{weighted} = 0.04$) than children who did not participate in a formal childcare center program ($n = 698$, $M_{weighted} = 0.70$, $SD_{weighted} = 0.04$), $t = -3.34$, $p < .001$. The effect size of this difference is $d = .20$, which according to Cohen's conventions is a small effect size (Cohen, 1992).

Hypothesis 4

ELL students who completed an early childcare center programs will exhibit higher acquisition of reading skills as measured by the spring scores on the ECLS-K: 2011 first grade reading assessment than ELL students who did not complete childcare center programs. The corresponding null hypothesis was that ELL students who completed a childcare center programs would not differ from those who did not complete a program. Based on the result of the independent samples t test, the null hypothesis was rejected. Children who participated in the formal childcare center program scored significantly higher on a measure of reading skills during the Spring semester of first grade ($n = 1,482$, $M_{weighted} = 1.36$, $SD_{weighted} = 0.02$) than children who did not participate in a formal childcare center program ($n = 1,622$, $M_{weighted} = 1.36$, $SD_{weighted} = 0.02$), $t = -6.72$, $p < .001$. The effect size of this difference is $d = .26$, which according to Cohen's conventions is in the small to medium range (Cohen, 1992). Table 3 summarizes the results of all the hypotheses tests.

Table 3

Results of Independent Samples t Tests

Reading skills			Completed program			Did not complete program			Cohen's
	t	P	M	SD	n	M	SD	n	d
Fall (kindergarten)	-10.15	< .001	-0.86	0.03	1,396	-0.45	0.03	1,312	.39
Spring (kindergarten)	-7.83	< .001	0.49	0.03	1,617	0.19	0.03	1,418	.30
Fall (first grade)	-3.34	< .001	0.89	0.04	685	0.70	0.04	636	.20
Spring (first grade)	-6.72	< .001	1.36	0.02	1,621	1.36	0.02	1,478	.26

Summary of Findings

Many ELL students enter kindergarten without the basic readiness skills needed for academic success (Maryland State Department of Education, 2012; Ready at Five, 2016). This is of consequence since researchers Hooper et al., (2010) and Winsler (2008) suggests that the low academic achievement of individuals who enter primary grades with a dearth of literacy skills can affect negatively on reading achievement. Quirk et al., (2013) along with Quirk et al., (2015) found that Latino students that had high levels of school readiness in kindergarten had increased reading achievement in second grade. Additionally, Han et al.'s (2014) asserted that student participation in language-rich early preschool experiences is critical to their academic success. Huang, Invernizzi, and Drake's (2012) findings indicate that first grade students who participated in a state-sponsored literacy/language-rich pre-kindergarten program scored significantly higher on achievement tests than did students who did not participate in the program. These researchers' findings are similar to my study's findings Vygotsky (1978) and Longer and Applebee (1986) discussed the importance of meaningful learning environments where students social interacting with others increases learning. Formal preschool programs provide opportunities to create environments for meaningful interactions. My findings support the literature and confirm the need for high-quality prior care to improve school readiness and future literacy achievement, especially for ELLs.

Across the four *t* tests, there was evidence that supported the general hypothesis that, for a subsample of children who are identified as ELL, reading achievement scores would be higher when they attended a formal, out-of-home, preschool center. Cohen's

(1992) convention assists in determining the practical significance and the strength of the conclusions. For all research hypotheses, the effect size was in the small to medium range. Resulting from this research, I designed a project to assist families and informal childcare providers create positive, enriching home learning environments for English language and reading skills development.

Conclusion

Section 2 included a description of the research design and approach, instrumentation and materials, data collection procedures, assumptions, limitations, scope and delimitations, data analysis, and ethical considerations. The methodology of this doctoral project study used causal comparative research to determine if ELL status and participation in a childcare center program influenced early literacy development of kindergarten students. This section described the methods for selecting the subsample from the full ECLS dataset. The subsample was compared to the full sample in terms of demographics. Dependent variables for primary analysis were screened, and then results of inferential statistics with sample weights included were presented.

Section 3 includes the description of the project, goals, rationale, review of literature related to project solutions, implementation (potential resources for support, barriers, implantation timeline roles and responsibilities of students and others), project evaluation, implications for social change and conclusion. The analysis of the study's data will provide insight into the planning of early childhood literacy programs. The study's results specifically focused on ELLs, and students' completion of a public prekindergarten program or lack thereof. Based on the literature review of best practices

for teaching young children to read, the project is designed to provide a guide to families and informal care providers, as part of their professional development, for when they are teaching print concepts explicitly in shared reading and read alouds.

Section 3: The Project

Introduction

The African proverb "It takes a whole village to raise a child" refers to how communities support the development of a single child. Collaborative effort provides additional opportunities for each child individually. In developing my project, I wanted to integrate community resources in order to encourage families and caregivers of children to engage in enriching literacy experiences of their children during their formative years.

Data from this study showed that students who did not participate in a prior care program had lower overall reading achievement at all four assessment points when compared to students who participated in such programs. My project focuses on helping families prepare their children for kindergarten entry. Parents are the first teachers of their children (Camp, 2017), and many families cannot afford formal childcare programs (Gould & Cooke, 2015). I chose this project based on my study's results that emphasized the importance of assisting families and informal care providers to interact with their children to develop literacy skills before children enter school for the first time.

Rationale

Results of this study indicates that participating in prekindergarten programs helps prepare ELL students for kindergarten, and the results lasted through first grade. I designed this project to target families of children entering kindergarten, along with in-home child-care providers. An additional target includes families of children age 4 through grade one. Silinskas et al. (2012) found that children whose parents read to them through their kindergarten year benefitted from increased word reading skills. Further,

the study's results indicated that a possible factor for lack of growth for these first grade students was that parents might be lacking those necessary skills themselves (Silinkas et al., 2012). In this project, I address this possible factor. Literacy is essential for all students and English can be a challenging language to learn. I designed the focus of this project to address a targeted emphasis on developing literacy rich environments for growing children and to assist their families and childcare providers.

Review of the Literature

In developing my project design, I conducted an extensive literature review to examine home literacy environments and early literacy development practices to assist families. The search terms and Booleans included *Bronfenbrenner's theory of ecology*, *ecological theory, emergent literacy, Head Start, home learning environment, home literacy environment, literacy before schooling, parents and early literacy, parental support & literacy*, and *school readiness*. I used Walden University Library databases including, ERIC, ProQuest, PsycINFO, Education Research Complete, Education from Sage, Science Direct, and Google Scholar. I also used resources from the Local Puclic School System Professional Library. I searched national reports, articles, and studies that had been peer reviewed as well as textbooks.

The theoretical framework used to ground my study was Vygotsky's (1978) sociocultural theory and the zone of proximal development using adults or a more abled peer to assist a student with a task they could not previously complete independently I also drew from Bronfenbrenner's (1977) ecology of human development for the theoretical foundation of my project. The core of this theory is the interaction of the

different systems starting with the individual in the microsystem, moving to the interactions of microsystems that make up the mesosystem, extending to the exosystem, then macrosystem, and finally to the chronosystem (Bronfenbrenner, 1977). Darling (2007), another theorist, identified the context for development as an interrelationship with the person in the center. Tangient (2016) described the relationships within different systems. According to Tangient, (a) the microsystem includes family, school, peers, workplace and religion; (b) the mesosystem includes the interrelationships between the different microsystems; (c) the exosysten includes economic, political, educational, governmental, and religious systems; (d) the macrosystem includes overarching beliefs and values; and, finally, (e) the chronosystem includes the dimension of time.

The focus of this project will use parts of Tangient's theory, specifically, the relationships between the microsystem and the mesosystem. Specifically, how the interactions between the microsystem's components (family, childcare provider, school, peers, and neighborhood) engage with the person's mesosystem. My goal for this project is to develop positive interactions between children and their microsystems to increase early literacy skills and potential achievement. The chronosystem includes the dimension of time, which often refers to age but can include transition points as well (Bronfenbrenner, 1986). For this study, the chronosystem includes school entry as a major transition for the child and family.

It is important to realize the power of positive parental engagement for schools. Goodall (2013) expresses a six-point model for supporting parental engagement that included (a) home learning environment, (b) staying engaged, (c) high aspirations, (d)

active interest, (e) beginning early, and (f) authoritative parenting (i.e., asserting control that is appropriate to a child's developmental stage). In this project, I will target the majority of the areas in this model. Engaging the home learning environment while beginning early and staying engaged are the main targets for this project.

Learning environments vary greatly from home to home. Rodriguez and Tamis-LeMonda (2011) found that at 15 months of age, some children are already at risk of falling behind their peers in regards to literacy achievement. Hoff (2013) explained that homes where lower socioeconomic status or language (language spoken by a small part of a population) exists, English language skills were lower than that of their middle-class peers. Additionally, Rodriguez et al., (2010) did not find any group that started low in regards to academic skills at prekindergarten entry achieved improvement to a moderate level or beyond. What appears critical is developing a home literacy environment as early as possible so children can reach their optimal potential. Parents often feel inadequate about helping their children when their own education is limited. Mathis and Bierman (2015) found, that when parents had literacy support, the students that had higher literacy gains than students whose parents received less or no support. The intent of this project is to increase the comfort level with literacy of families when assisting their children in developing emergent literacy. Davis et al. (2015) highlighted the discrepancy in beliefs and practices that exists in home learning environments among Latino families. Froiland et al. (2014) identified the neighborhood resources as being important contributors to enhancing a student's early literacy opportunities. These resources are one reason informal childcare providers were included in the project with the families.

Another focus of my project is helping families and informal childcare providers find ways to help children obtain increased preparedness for entry into kindergarten. Emphasis is specifically on children's cognitive development in regards to early literacy. Solari et al. (2014) found that alphabetic knowledge, phonological awareness, proficiency with English and Spanish word reading were predictors of reading ability in first grade. English receptive vocabulary including words heard and understood was a predictor for kindergarten reading achievement in both English and Spanish. (Solari et al., 2014). This project, therefore, includes a focus on ways families and informal childcare providers can support early literacy development by creating literacy-based home learning environments.

School personnel often find it difficult to engage families of ELLs in the educational process. Froiland, Powell, and Diamond (2014) identified the importance of community social networks and found a positive relationship between home literacy and vocabulary development of children at-risk of school failure. Schick & Melzi (2015) also found that book-related print influences school readiness. Additionally, non-book-related environmental print is has critical impact on school readiness in communities that lack resources (Schick & Melzi, 2015). Furthermore, Neumann, Hood, and Ford (2013) found that engaging 3- and 4- year-olds in environmental print increased many early literacy behaviors, and the children sustained them for 2 months after the intervention stopped. Finding ways to encourage literacy development in everyday experiences including following a recipe, reading food labels, etc. assists language development of children.

Students that speak a language other than English at home often have more needs than their native-speaking peers do. Manz, Hughes, Barnabas, Bracaliello, and Ginsburg-Block (2010) completed a meta-analysis of interventions and found that language minority students seem underrepresented in the research literature. Storybook reading is a critical intervention noted in the majority of the studies analyzed by Manz et al. (2010). Underrepresenting this population can skew results of the studies. By including basic supports in this project that are culturally neutral, an attempt has been made to be sensitive and respectful to the needs of many families who have children that speak a language other than English in their homes.

When someone actively reads to a child at home his or her exposure to language increases. Leyva, Sparks, and Reese (2012) asserted that reading aloud to children while engaging in dialog did not increase phonological awareness when controlling for vocabulary. Additionally, Evans, Shall, and Bell (2000) found that when controlling for age, parent education, and the ability of the child, reading with children increased vocabulary, but did not increase phonological awareness, or letter/sound knowledge. However, when mothers asked open-ended questions and engaged in dialog with their child about past events phonological awareness increased in preschool (Leyva, Sparks, and Reese 2012). Furthermore, Schaub (2015) found mothers at all education levels were increasing their engagement with their preschool age children in many different domains including reading to children, working with letters, words, and numbers, and telling stories orally. Previously, Mol, Bus, de Jung and Smeets (2008) completed a meta-analysis and found that dialogic storybook reading was more beneficial for younger

children. Thus, including dialogic storybook reading and facilitating open-ended questions to increase dialog would be strengths of any project designed to increase preschool literacy skills.

Reading to children is an important part of their development. Kalb and Ours (2014) found that reading books with four and five year old children on a frequent basis has a positive and lasting impact on their cognitive skills lasting until they are ten years old or longer. Additionally, Baker (2014) identifies how reading aloud books with children increased their cognitive development and readiness for entry into school. Phillips, Norris, and Anderson (2008) found that parents often focused on the pictures when reading to their children instead of the text. Shared storybook reading is most effective with increasing literacy when the focus is on reading skills and strategies (Phillips et al., 2008). Additionally, Levy, Zhiyu, Hessels, Evans, and Jared (2006) contend that just reading books with children is not enough. Children should be active participants during shared storybook reading (Bojczyk, Davis, & Rana, 2016). When adults are reading books with children, they need to focus them on the print to enhance literacy (Levy et al., 2006). Furthermore, the interaction between parent and child was an important part of storybook reading, and language and literacy development (Mol et al., 2008). Shared reading opportunities provide opportunities for children to engage in rich vocabulary and dialogue with others (Zauche, Thul, Darcy Mahoney, & Stapel-Wax, 2016). When working with families it is important for schools to not only encourage them to read with their children but provide the parents with strategies for interacting

with the print to enhance their child's literacy development. The result of my study supports positive learning environments prior to school entry

To improve vocabulary and phonemic awareness of high-poverty ELLs, O'Brien et al. (2014) implemented a family literacy program that supported adult and child literacy. The results of this program showed the greatest benefit in the area of vocabulary for the students who had the highest deficit (O'Brian et al., 2014). My project is a workshop series designed to educate families in assisting their children with their acquisition of English vocabulary. The results of my study support the development of positive home learning environment.

Quality interactions between families and the child are important on many levels, including the acquisition of literacy skills. Bracken and Fischel (2008) found that a child's future achievement is significantly enhanced when the parent and child engage in early literacy. Additionally, Skwarchuk, Sowinski, and Lefevre (2014) explained the impact of parental attitude toward literacy and its relationship to the home learning environment. Parental attitude had a direct relationship to alphabet knowledge and emergent reading skills for children (Skwarchuk, et al., 2014). A goal of my research project design, therefore, is to assist families in developing quality home literacy environments.

Buckingham, Wendell, and Beaman-Wheldhall (2013) contend that lower-income families have lower quality home literacy environments when compared to environments from higher socioeconomic families. Christian, Morrison, and Bryant (1998) stated that the literacy environment in the home was a predictor of academic skills in of

kindergarten. Children from low-income families with high literacy environments outscored children from families with mothers who had higher education, but the home environment had less literacy based activities (Christian et al., 1998, Winsler et al., 2014). Evans et al. (2000) concluded that when families worked on identification of letter names and sounds and writing letters, such literacy activities increased letters knowledge and phonemic awareness. My study found that ELLs have a higher concentration of children with low socioeconomic status. Manolitsis, Georgibou, and Tziraki (2013) examined the home learning environments of Greek families with middle-class socio-economic status and found links between the home environment and literacy achievement through first grade. In addition, Manolitsis et al. (2013) stressed that literacy skills should be part of the home learning environment prior to kindergarten entry. Furthermore, Marcella, Howes, and Fuligni (2014), recognized that Latino families were less likely to engage in literacy activities at home. Keeping this in mind, I designed the project to target families with diverse backgrounds including nonnative English speakers that included Hispanic families, as well as other families with low income.

The design of this project is to provide interventions for families to create literacy opportunities in the home to encourage a positive learning environment. In addition, informal childcare providers will also have the opportunity to participate in this project to enhance their learning environments. In line with the recommendations of Yeo, Ong, and Ng (2014), the parents and care providers will develop a toolbox of strategies and activities to engage children in literacy. The reason for including informal childcare providers is that research conducted by Buckingham et al. (2013) recommended

providing literacy opportunities in prior care programs. Many of the informal care program caregivers do not have the same training as high quality preschool teachers. Gonzalez et al. (2016) described the need for intervention programs that target language development in diverse environment including the home of the child. Furthermore, Schick (2014) acknowledged that literacy environments could include "praying with children, talking about family, the home country, and holidays, pointing out letters and words on food labels at home, signs on the street…talking about recipes" (p. 378). Another goal for my project, therefore, is to encourage regular conversations about daily occurrences and their relationship to print and symbols.

Project Description

The goal of my project is to assist families and informal care providers in learning and practicing ways to interact with children, particularly before kindergarten, in order to aid children's reading skills development. My project consists of six three-hour parent workshops that take place on six different evenings in the spring of an academic school year. Sonnenschein and Munsterman (2002) concluded that the quality interaction between families and child that resulted in positive attitudes towards reading yielded the greatest benefits. Additionally, Bracken and Fischel (2008) recognized that positive parent-child interaction when engaging in literacy related activities increased child interest in reading. The project's workshop series assists families and care providers in developing skills needed to create a positive literacy environment. Each workshop session has a different focus. Appendix A contains a detailed agenda for each of the six sessions.

Understanding how literacy influences all areas of academic achievement is important and a grounding principle of the project. The project's workshop series focused on assisting the key stakeholders, which include families and caregivers, to make this connection. These workshops provide opportunities for the parents, families along with childcare providers to acquire and practice engaging activities that they can replicate with their children, even if their formal academic background is limited. Each session has the same evaluation completed by the participants.

Implementation

Potential Resources and Existing Supports

The resources available from the local a Judy Hoyer Family Learning Center will assist in the implementation of the project (Maryland State Department of Education, 2016). The Judy Hoyer Family Learning Center provides resources throughout the state of Maryland to families of children before they enter school. The center for this project works in conjunction with a suburban mid-Atlantic elementary school The Judy Center will assist with attracting participants for the project. Using this support will provide me with opportunities for community engagement and partnerships. Fliers and an automated phone call system will alert parents of current Head Start, prekindergarten, kindergarten and first grade students about the workshops. Distribution of a flier to current Head Start, Prekindergarten, Kindergarten and first grade along with potential new students, upon registration for the upcoming school year, to ensure that families will receive the information.

Potential Barriers

Transportation can present a problem in whether parents participate in the project workshops. Many of the families do not have access to a vehicle and relying on public transportation can affect participation, especially for an event where the entire family attends. Unfortunately, funding is not presently available to address this barrier. The language is another barrier, where the families do not speak English Translators would be needed to support these specific families. Arranging for volunteer translators presents an additional challenge for the project.

Proposal for Implementation and Timetable

The timeline for the implementation of the project will take place over a three-month period, with two nights each month. During the six nights, the families and caregivers will participate in hands-on learning experiences to help them enhance the home literacy environment for their children. The children will complete the activities with their families.

Roles and Responsibilities of Student and Others

For this project, the local school will provide time and space for the project and the children will come with their parents. The focus of each session will be hands-on activities that the families will complete with their children. The parents will complete an evaluation after each session. The program for each night has an outline in Appendix A. The Judy Hoyer Family Learning Center will assist in recruiting participants, and provide resources for the families.

Project Evaluation Plan

To determine the effectiveness of the program, the participants will complete an evaluation after each session. Each session will have a five-question bilingual evaluation (English and Spanish) because the majority of the families in the community speak these languages. This summative evaluation will allow the researcher to determine the effectiveness of the project from the eyes of the participants. The overarching goal of the project is to increase the parent and caregivers' knowledge of how to create a literacy rich environment for their children. Appendix A contains the evaluation, which will be the same for all sessions. The overall evaluation goal is to determine how the parents perceived the information presented during the sessions, and what, if any, next steps should take place. The evaluation will also ask what they have learned from the experience, and what they will try to replicate at home.

Project Implications

Local Community

The data from this study originated from a large national sample. My project focuses on a local school community while infusing community resources, the school administration, instructors, students, and families. My project brings all of these partners together to support increasing reading achievement in students from four through eight. A goal for my project is to create partnerships with the families, care providers, and the school to encourage creating home literacy environments to promote positive reading interest and outcomes. My project also reaches out to informal care providers to enhance their literacy environments when working with children.

Far-Reaching

President Obama (The White House, Office of the Press Secretary, 2013) urged

Congress to expand access to high-quality preschool programs for every child**.** The

results of my study support the fact that students who participate in formal early childcare

programs have increased school readiness in regards to literacy. Although most states

require school districts to offer kindergarten programs, The National Center for

Education Statistics (2013) reported that only 16 states required student participation. In

two states, the age for compulsory education is eight years old; however, in the majority

of states, the age is six or seven (National Center for Education Statistics, 2013).

Conclusion

Often parents want to assist their children in acquainting academic skills

especially in families where English is not the primary language of the home. However,

parents may be unsure how best to effectively assist their children. This six-day project

provides experiences for families and childcare providers learn how to enhance the

literacy environment at home. The participants will evaluate the project using a survey.

This section included the projects rationale, literature review, project description,

implementations, potential resources and existing supports, potential barriers, proposed

timetable, roles and responsibilities of students and others, evaluation plan and

implications. The completion of this study and the creation of this project assisted my

reflection about how I have grown in multiple ways. Section 4 includes reflections,

conclusions, and directions for future resources.

Section 4: Reflections and Conclusions

Introduction

In this section, I review the project in regards to strengths, weaknesses, and limitations. I consider my growth and development as a scholar, practitioner, and project developer. Additionally, I evaluate my development as a leader and my impact on families with regard to increasing the academic achievement of children. I also examine possible future implications related to the study and possible avenues for social change based upon my study's results.

Project Strengths and Limitations

My inclusion of members of students' microsystem and macrosystem is one of the strengths of the project. Families will have an opportunity to participate actively in six sessions designed to support the development of a positive home literacy environment. Davis et al. (2015) contends that families that hold-high literacy beliefs read books with a greater frequency to children in the home. Therefore, I have designed my project to help families develop high literacy beliefs. The results of this study indicated that the students who had informal prior care without the integration of literacy before kindergarten had lower reading achievement in kindergarten and first grade. The goal of this project is to enhance students' overall literacy, which includes alphabetic knowledge and phonemic awareness in home learning environments. Additionally, storybook reading with children plays a key role.

A project limitation includes the requirement that parents come to the school to participate in activities. Another challenge is that the potential for a language barrier

exists when working with families of ELLs, and this may pose a challenge (R. Lorenzo, personal communication, October 15, 2016). While translators are not required for project implementation, they will make project's exercises. Yet, securing translators for parents during training events may be problematic. Translators might not be readily available and may add an additional cost. One way to overcome this difficulty is to have bilingual staff members and parents assist in translation as needed. Since the majority of the activities are hands-on, families and caregivers should understand what to do. Translators are not required for project implementation, but they will make it easier.

Recommendations for Alternative Approaches

An alternative to this project would be including a use of print concepts professional development for teachers of prekindergarten, kindergarten, and first grade students. The professional development could include activities that demonstrate ways to model the difference between letters and words, the purpose of punctuation, along with the beginning and end of text. Additionally, it could include a session on reading books with students, and how to discuss a text to improve comprehension. The professional development would include a how-to for gathering and analyzing data to a guide for instruction. Another component of such professional development would be modeling ways teachers could interact with families with the purpose of helping the families develop a positive home literacy environment. The results of my study affirm that a need exists prior to the entry to school. Any alternative approach that limits opportunities for me to reach children prior to school entry would be misaligned with my research focus and findings.

Scholarship, Project Development and Evaluation, and Leadership and Change

While working on this project, I had the opportunity to research my topic thoroughly and critically review the existing relevant literature. I learned to read the literature with an analytical lens to determine its relevance and quality. Importantly, I learned to use my time more judiciously. I needed to learn how to balance all of my work requirements, family responsibilities, and coursework, and as a result, of my continuing development, I have been able to apply my research to my current work environment. My overall knowledge has increased, which has allowed me to grow professionally and to .become a better teacher leader, and practitioner.

During my studies at Walden University, I world use the key word perseverance to describe my experience. I have encountered numerous roadblocks, yet continued to show diligence. Walden faculty and staff provided me with guidance and support that allowed me to grow as a researcher. Walden University provided a content-rich program designed to promote social change. Learning to read research with a focused lens on expertise, and purpose ensures quality of the sources. I have acquired technology skills to find quality research. When reviewing research, I have learned to limit my review to research that has undergone a peer-reviewed process. In doing so, I have become a more responsible consumer of information. I have developed a new appreciation for instrument reliability and validity as well as research methodology in general. I could not have developed these skills through book study alone; I needed to go through the process of conducting authentic research to do so.

Additionally, I learned to partake in active reflection as a critical component for producers and consumers of quality research. Because of my research experience, I am more reflective about the research that I consume and integrate in my professional practice. The process of reflection aided me in personal and professional growth. Furthermore, the research skills I have developed should serve me well as a scholar-practitioner. I now see myself more clearly as a consumer and producer of quality research.

During my career as an educator, I have held many different positions including classroom teacher, mentor, reading specialist, and teacher leader. All of these roles helped shape my growth. As I complete my doctoral process, I realize that as a practitioner I must stay current with research. I also need to review new strategies continuously to keep myself from becoming complacent. My ongoing professional development is a critical component of my overall growth. Moreover, as a practitioner, I conduct professional development for staff members and parent events to increase capacity. As a project developer, I have learned that it is important to support project ideas founded on evidence-based research. A relentless focus on evidence assists with determining the project's effectiveness

Working with kindergarten students as a teacher and then as a reading specialist in Title I schools with high ELL populations has given me opportunities to explore how prepared students are concerning the increasing demands of kindergarten. Consequently, the difference in school readiness scores and a thorough review of literature led me to investigate these issues more closely. My purpose was to explore if formal prior care

programs assisted in the preparation of ELLs for kindergarten, specifically in reading skill acquisition. The ECLS-K:2011 provided necessary data for the study. When analyzing and interpreting data, I found that students who participated in formal prior care programs had increased scores upon kindergarten entry, the end of kindergarten, at first grade entry, and at the end of first grade. A careful review of study results along with relevant literature and conversations with my committee members led to the topic choice for my project. I spent many hours deciding the best path for the project based on my findings and on the related literature.

The emphases of Walden's doctoral programs are on facilitating social change. My doctoral project study focuses on helping school staff prepare programs that assist them in teaching parents and informal care providers' ways to develop positive and engaging literacy environments for children. Through my doctoral program, I enhanced my leadership skills as I work with new teachers, building administrators, and district leadership.

I developed a project that works directly with families and teachers in ways that they can develop a positive literacy environment at home and informal settings. Through this process, positive social change is a potential result. Providing ways for families and informal care providers ways to create literacy rich environments allows for possible increases for student school readiness. The more families interact with their children in a literacy focus before school entry, the likely they will demonstrate readiness for school upon kindergarten entry. When children are ready for school, they have the potential to learn more from their learning experiences.

Reflection on Importance of the Work

Kindergarten readiness is a key factor for later achievement. The My study results along with Han et al. 2013; Maters and Gerber 2008; & Shanahan & Lonigan, 2010 supports putting interventions into place for ELLs prior to their entry into kindergarten because they indicates that they will most likely result in increased achievement for ELLs. Furthermore, Quirk et al. (2015) conducted a longitudinal study that focused on Latino children up to fifth grade and found that kindergarten readiness had positive literacy practices in later grades.

The work related to this project study is important because once children fall behind academically; it is difficult for them to meet the skill level of their peers (Lonigan et al., 2011). Additionally, Stanovich (1986) used the term "Matthew Effect" to describe the phenomenon of the rich get richer and the poor get poorer. Specifically, the Matthew effect described how students that had fluent reading skills continued to grow at a fast pace; however the students with poor reading skills continued to fall further behind academically over time. Students who had lower levels of readiness continued to have decreased levels of literacy achievement in later grades (Quirk et al., 2015). Additionally, McNamara, Scissons, and Gutkecth (2011) observed that students with strong phonological skills in kindergarten had increased reading skills in third grade, while students with poor phonemic awareness skills continued to fall further behind through third grade

Implications, Applications, and Directions for Future Research

My research has the potential to influence many children before they enter school. Ensuring that students have the opportunity to reach their full potential is important contributor to a prosperous society. With the continued push to have students ready for college and a career, schools need to ensure students have all the opportunities possible for success. The results of this study could influence policy decisions, such as when school districts fund for early childhood programs. Additionally, research results can provide information for schools to consider when choosing how to direct their resources with families and community partners.

When considering directions for future research, examining the effect of full day versus half-day kindergarten programs for ELLs would be beneficial. Thompson and Sonnenschein (2016) argued that full day kindergarten was beneficial to low-income students and it assisted in closing the achievement gap as well. Would full day kindergarten work the same for ELLs? Another possible future research would be comparing how prior care programs affect ELLs and native English-speaking peers. Another possible area for research would be to examine whether literacy advantages gained through early childcare programs hold throughout one's educational career. Overall, Creswell (2012) asserted the importance of turning study limitations for future research.

Conclusion

Section 4 included my reflections on scholarship, project development, and evaluation, project strengths, recommendations for remediation of limitations, leadership

and change, scholarship, analysis of self as scholar, practitioner, and project developer, project's impact on social change, implications, applications and directions for future research. The purpose of this project study was to study the impact of prior care programs on the reading achievement of ELLs in kindergarten and first grade. The analyses lead the findings and recommendations for future research. The project focused on working with the families to develop positive home literacy environments before the start of formal schooling.

With the influx of ELLs if today's schools, creating partnerships between the schools, families and the community is very important. The results of this study indicated that ELL students that participated in formal childcare programs had increased literacy achievement during all four testing periods. Assisting families and informal childcare providers in creating a toolbox of ideas to promote a positive literacy environment will nurture children who do not have the opportunity to attend formal prior care programs.

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Appendix A: The Project

Purpose, Learning Outcomes, and Target Audience

The purpose is to help families and caregivers learn strategies and skills that they could replicate in the home environment. Through the learning series I devised families and informal childcare givers will learn activities that contribute to developing a positive home learning environment that promotes literacy development. After the learning takes place, the goal will be for families and caregivers to engage actively with their children using the strategies and skills they learn in the program development. The learning opportunities include how and why adults should read aloud books with children, identifying concepts about print, strategies for interacting with letters of the alphabet, and environmental print. The target audience is the families of children that are preparing to enter kindergarten and informal caregivers. Ideally, the design of this project focused on families of ELLs, however all learners regardless of background can benefit.

Administrator Notes

- Each session begins with 15 minutes for registration. This allows for majority of the families and caregivers to arrive and sign-in. This period is also helpful for parents to get to know each other and develop relationships.

- Provide five minutes for transition between each session to allow for cleanup and for parents to move to their next station.

- A large variety of materials will need to be accessible including old catalogues, magazines, newspapers, ads, along with examples of environmental print.

- Paper, glue and a variety of books should be available.

- The read aloud segment can be the choice of the presenter. A bilingual book is acceptable; however, someone needs to read it. A human reader is best.

- Have each family receive a color-coded agenda upon arrival. Then divide the families and caregivers according to the color of the agendas they were initially given

- Include some form of music and movement activity for the children. This will help keep young children engaged.

- Each of the six sessions runs for three hours. It might be helpful to have water & snacks during this time. Soliciting snacks from local businesses or encouraging families to bring snacks would be a good idea.

- When presenting to a bilingual audience, translators would be helpful. Soliciting the assistance of school staff members who are bilingual will be an option. I will provide guidelines as to how the translator should engage the families in the instructional program.

- The final session will shift to being a celebration of learning. There is no a participant agenda.

- Have four-color cards (red, blue, yellow, green) for each group to hold up at rotation time to assist with movement of the groups.

- Each day has detailed directions for the program facilitator.

Day 1 (3 hours)

1. Welcome and registration 15 minutes

   - Provide opportunities for the families and caregivers to meet and greet each other.

2. Whole group interactive with read aloud for 20 minutes

   - Provide a model read aloud for the families (A teacher will model a read aloud to small groups of families, pausing to show how to interact with a child and print while reading).

3. Rotation 1: Reading strategies during read aloud for 20 minutes

   - Making predictions

   - Sequence events; beginning, middle, end

   - Describe what is happening in a picture.

4. Rotation 2: Model Concepts About Print for 20 minutes

   - Left to right, top to bottom

   - First letter of a word, page, sentence

   - Last letter of a word, page, sentence

   - Locate a letter and a word

   - Locate period and question mark

   - What does the author do?

   - What does the illustrator do?

5. Rotation 3: Following a recipe for 20 minutes

   - Follow a simple recipe, cooking with children, make green eggs and ham

6. Rotation 4: Puppet show for 20 minutes

- Provide construction paper, markers, crayons, and craft sticks. Have the students make puppets to retell stories

7. Whole group interactive with read aloud for 20 minutes

- Provide a model read aloud for the families (A teacher will model a read aloud to small groups of families, pausing to show how to interact with a child and print while reading)

8. Evaluation for10 minutes

Day 2 (3 hours)

1. Welcome and registration for 20 minutes

- Provide opportunities for the families and caregivers to meet and greet each other

2. Whole group interactive with read aloud for 20 minutes

- Review read aloud strategies

    o Making predictions

    o Sequence events; beginning, middle, and end

- Describe what is happening in a picture and look for important parts

- How have you used the strategies when reading with your children?

3. Rotation 1: Using words at home for 20 minutes,

- discuss with the families ways to use vocabulary at home

- Making a shopping list

- Family traditions

- Dramatization

4. Rotation 2: Wordless books for 20 minutes

    - Discuss with families the technique of telling stories using a variety of
      wordless books

5. Rotation 3: Making books with children

    - Have several three-page empty page books stapled together. Allow
      children to make their own books about their personal experiences. Allow
      the children to share their stories with others

6. Rotation 4: Making words and pictures

    - Provide scrapes of paper, have the children use the paper to make pictures,
      letters and words

7. Whole group interactive with read aloud for 20 minutes

    - Review read aloud strategies

    - Making predictions

    - Sequence events; beginning, middle, and end

    - Describe what is happening in a picture and , look for important parts

    - How have you used the strategies when reading with your children?

8. Evaluation for 10 minutes

Day 3 (3 hours)

1. Welcome and registration for 20 minutes

    - Provide opportunities for the families and caregivers to meet and greet
      each other

2. Whole group interactive with read aloud for 20 minutes

- Review read aloud strategies

  - Making predictions

  - Sequence events; beginning, middle and end

- Describe what is happening in a picture, look for important parts

- How have you used the strategies when reading with your children?

3. Rotation 1: Capital and lowercase letter matching for 20 minutes

- The children will have plastic bags with capital and lowercase letters for matching. Each bag will have 5-6 letters. The families will get a set to take home

4. Rotation 2: Name games for 20 minutes

- The leader of the group will make a puzzle using the child's first name Next; the parents will be shown how to help their child learn the letters and how to spell their name. The children will have their name on a card, and another card with the letters cut apart to put back together.

5. Rotation 3: Magnetic letters for 20 minutes

- Model ways for the families to use magnetic letters with the children, [

- sort by lines and curves, capital and lowercase, make words

6. Rotation 4: Rainbow writing for 20 minutes

- Have the children use a variety of materials such as markers, crayons to rainbow write words, also use chalk boards and have them write letters

using wet, dry, try (make the letter using a wet cotton ball, dry the letter with a dry cotton ball, try to write the letter with chalk)

7. Whole group interactive with read aloud for 20 minutes

- Review read aloud strategies
    - Making predictions
    - Sequence events; beginning, middle, end
- Describe what is happening in a picture and look for important parts
- How have you used these strategies when reading with your children?

8. Evaluation for 10 minutes

Day 4 (4 hours)

1. Welcome and registration for 20 minutes

- Provide opportunities for the families and caregivers to meet and greet each other

2. Whole group interactive with read aloud for 20 minutes

- Review read aloud strategies
    - Making predictions
    - Sequence events; beginning, middle and end
- Describe what is happening in a picture and look for important parts
- How have you used the strategies when reading with your children?

3. Rotation 1: Rhyming pictures/vocabulary development for 20 minutes

- The children will make bags of rhyming pictures from magazines, newspapers and catalogues to match. The bags will available for the children to take home so they can practice

4. Rotation 2: Fishing for letters for 20 minutes

5. The children will play a fishing game where they catch paper fish with different capital and lowercase letters. When they catch the letter, they will say its name. Use paper clips to make paper fish magnetic.

6. Rotation 3: Make ABC book using child-selected picture or pictures for 20 minutes

   - The students will make an ABC book by selecting different images from pictures that are provided or from magazines/newspapers. The book will be available for the child to take home

7. Rotation 4: Salt writing Trays for 20 minutes

   - Provide trays of salt and have the children practice writing the letters of the alphabet and of their name in the trays of salt

8. Whole group interactive with read aloud for 20 minutes

   - Provide a model read aloud for the families (A teacher will model a read aloud to small groups of families, pausing to show how to interact with a child and print while reading)

9. Evaluation for 10 minutes

Day 5 (3 hours)

1. Welcome and registration for 20 minutes

    - Provide opportunities for the families and caregivers to meet and greet
    each other

2. Whole group interactive with read aloud for 20 minutes

    - Review read aloud strategies

        o Making predictions

        o Sequence events; beginning, middle and-end

    - Describe what is happening in a picture and look for important parts

    - How have you used the strategies when reading with your children?

3. Rotation 1: Teach about environmental print for 20 minutes

    - Gather bags from McDonalds, Target symbol and an Oreo cookies
    package. Identify how this is the beginning stage of reading and
    understanding that print has meaning

4. Rotation 2: Play dough letters for 20 minutes

    - Have the children make letters out of play dough

5. Rotation 3: Nursery rhyme activities for 20 minutes

    - The children and parents will sing nursery rhymes, and complete simple
    actions. Such rhymes include *Humpty Dumpty, Three Little Kittens, Peas
    Porridge Hot, Jack and Jill*

6. Rotation 4: What have you tried? What worked well? 20 minutes exercise

7. Discuss with the families how well the exercises from previous sessions worked at home.

8. Whole group interactive with read aloud for 20 minutes

   - Provide a model read aloud for the families (A teacher will model a read aloud to small groups of families, pausing to show how to interact with a child and print while reading)

9. Evaluation for 10 minutes

Day 6 (3 hours)

Camp Read A Lot

1. Welcome and registration for 20 minutes

   - Provide opportunities for the families and caregivers to meet and greet each other

2. This session will have a different format than the others. For this session, all of the participants will come in their pajamas.

3. Make a fake campfire for the families and other care givers

4. The participants will enjoy lap reading with their children and telling oral stories. Building oral language is very important.

5. Evaluation for 10 minutes

Parent Workshop Agendas

Day 1

Red Group

1. Registration 20 minutes *Inscripción por 20 minutos*

2. Whole group interactive read aloud 20 minutes *Grupo interactivo leer en voz alta por 20 minutos*

3. Rotation 1: Station 1: 20 minutes *sustantivo* 1 por *20 minutos*

4. Rotation 2: Station 2: 20 minutes *sustantivo* 2 por *20 minutos*

5. Rotation 3: Station 3: 20 minutes *sustantivo* 3 por *20 minutos*

6. Rotation 4: Station 4: 20 minutes *sustantivo* 4 por *20 minutos*

7. Whole Group interactive read aloud 20 minutes *Grupo interactivo leer en voz alta por 20 minutos*

8. Evaluation 10 minutes *Evaluación por 10 minutos*

Blue Group

1. Registration 20 minutes *Inscripción por 20 minutos*

2. Whole group interactive read aloud 20 minutes *Grupo interactivo leer en voz alta por 20 minutos*

3. Rotation 1: Station 2: 20 minutes *sustantivo* 2 *por 20 minutos*

4. Rotation 2: Station 3: 20 minutes *sustantivo* 3 *por 20 minutos*

5. Rotation 3: Station 4: 20 minutes *sustantivo* 4 *por 20 minutos*

6. Rotation 4: Station 1: 20 minutes *sustantivo* 1 *por 20 minutos*

7. Whole group interactive read aloud 20 minutes *Grupo interactivo leer en voz alta por 20 minutos*

8. Evaluation 10 minutes *Evaluación por 10 minutos*

Green Group

1. Registration 20 minutes *Inscripción por 20 minutos*

2. Whole group interactive read aloud 20 minutes *Grupo interactivo leer en voz alta por 20 minutos*

3. Rotation 1 Station 3: 20 minutes *sustantivo 3 por 20 minutos*

4. Rotation 2: Station 4: 20 minutes sustantivo *4 por* 20 minutos

5. Rotation 3: Station 1: 20 minutes sustantivo *1 por* 20 minutos

6. Rotation 4: Station 2: 20 minutes sustantivo *2 por* 20 minutos

7. Whole group interactive read aloud 20 minutes *Grupo interactivo leer en voz alta por 20 minutos*

8. Evaluation 10 minutes *Evaluación por 10 minutos*

Yellow Group

1. Registration 20 minutes *Inscripción por 20 minutos*

2. Whole group interactive read aloud 20 minutes *Grupo interactivo leer en voz alta por 20 minutos*

3. Rotation 1: Station 4: 20 minutes *sustantivo 4 por 20 minutos*

4. Rotation 2: Station 1: 20 minutes *sustantivo 1 por 20 minutos*

5. Rotation 3: Station 2: 20 minutes *sustantivo 2 por 20 minutos*

6. Rotation 4: Station 3: 20 minutes *sustantivo 3 por 20 minutos*

7. Whole group interactive read aloud 20 minutes *Grupo interactivo leer en voz alta por 20 minutos*

8. Evaluation 10 minutes *Evaluación por 10 minutos*

Day 2

Red Group

1. Registration 20 minutes *Inscripción por 20 minutos*

2. Whole group interactive read aloud 20 minutes *Grupo interactivo leer en voz alta por 20 minutos*

3. Rotation 1: Station 1: 20 minutes *sustantivo 1 por 20 minutos*

4. Rotation 2: Station 2: 20 minutes *sustantivo 2 por 20 minutos*

5. Rotation 3: Station 3: 20 minutes *sustantivo 3 por 20 minutos*

6. Rotation 4: Station 4: 20 minutes *sustantivo 4 por 20 minutos*

7. Whole Group interactive read aloud 20 minutes *Grupo interactivo leer en voz alta por 20 minutos*

8. Evaluation 10 minutes *Evaluación por 10 minutos*

Blue Group

1. Registration 20 minutes *Inscripción por 20 minutos*

2. Whole group interactive read aloud 20 minutes *Grupo interactivo leer en voz alta por 20 minutos*

3. Rotation 1: Station 2: 20 minutes *sustantivo 2 por 20 minutos*

4. Rotation 2: Station 3: 20 minutes *sustantivo 3 por 20 minutos*

5. Rotation 3: Station 4: 20 minutes *sustantivo 4 por 20 minutos*

6. Rotation 4: Station 1: 20 minutes *sustantivo 1 por 20 minutos*

7. Whole group interactive read aloud 20 minutes *Grupo interactivo leer en voz alta por 20 minutos*

8. Evaluation 10 minutes *Evaluación por 10 minutos*

Green Group

1. Registration 20 minutes *Inscripción por 20 minutos*

2. Whole group interactive read aloud 20 minutes *Grupo interactivo leer en voz alta por 20 minutos*

3. Rotation 1 Station 3: 20 minutes *sustantivo 3 por 20 minutos*

4. Rotation 2: Station 4: 20 minutes *sustantivo 4 por 20 minutos*

5. Rotation 3: Station 1: 20 minutes *sustantivo 1 por 20 minutos*

6. Rotation 4: Station 2: 20 minutes *sustantivo 2 por 20 minutos*

7. Whole group interactive read aloud 20 minutes *Grupo interactivo leer en voz alta por 20 minutos*

8. Evaluation 10 minutes *Evaluación por 10 minutos*

Yellow Group

1. Registration 20 minutes *Inscripción por 20 minutos*

2. Whole group interactive read aloud 20 minutes *Grupo interactivo leer en voz alta por 20 minutos*

3. Rotation 1: Station 4: 20 minutes *sustantivo 4 por 20 minutos*

4. Rotation 2: Station 1: 20 minutes *sustantivo 1 por 20 minutos*

5. Rotation 3: Station 2: 20 minutes *sustantivo 2 por 20 minutos*

6. Rotation 4: Station 3: 20 minutes *sustantivo 3 por 20 minutos*

7. Whole group interactive read aloud 20 minutes *Grupo interactivo leer en voz alta por 20 minutos*

8. Evaluation 10 minutes *Evaluación por 10 minutos*

Day 3

Red Group

1. Registration 20 minutes *Inscripción por 20 minutos*

2. Whole group interactive read aloud 20 minutes *Grupo interactivo leer en voz alta por 20 minutos*

3. Rotation 1: Station 1: 20 minutes *sustantivo 1 por 20 minutos*

4. Rotation 2: Station 2: 20 minutes *sustantivo 2 por 20 minutos*

5. Rotation 3: Station 3: 20 minutes *sustantivo 3 por 20 minutos*

6. Rotation 4: Station 4: 20 minutes *sustantivo 4 por 20 minutos*

7. Whole Group interactive read aloud 20 minutes *Grupo interactivo leer en voz alta por 20 minutos*

8. Evaluation 10 minutes *Evaluación por 10 minutos*

Blue Group

1. Registration 20 minutes *Inscripción por 20 minutos*

2. Whole group interactive read aloud 20 minutes *Grupo interactivo leer en voz alta por 20 minutos*

3. Rotation 1: Station 2: 20 minutes *sustantivo 2 por 20 minutos*

4. Rotation 2: Station 3: 20 minutes *sustantivo 3 por20 minutos*

5. Rotation 3: Station 4: 20 minutes *sustantivo 4 por 20 minutos*

6. Rotation 4: Station 1: 20 minutes *sustantivo 1 por 20 minutos*

7. Whole group interactive read aloud 20 minutes *Grupo interactivo leer en voz alta por 20 minutos*

8. Evaluation 10 minutes *Evaluación por 10 minutos*

Green Group

1. Registration 20 minutes *Inscripción por 20 minutos*

2. Whole group interactive read aloud 20 minutes *Grupo interactivo leer en voz alta por 20 minutos*

3. Rotation 1 Station 3: 20 minutes *sustantivo 3 por 20 minutos*

4. Rotation 2: Station 4: 20 minutes *sustantivo 4 por 20 minutos*

5. Rotation 3: Station 1: 20 minutes *sustantivo 1 por 20 minutos*

6. Rotation 4: Station 2: 20 minutes *sustantivo 2* por *20 minutos*

7. Whole group interactive read aloud 20 minutes *Grupo interactivo leer en voz alta por 20 minutos*

8. Evaluation 10 minutes *Evaluación por 10 minutos*

Yellow Group

1. Registration 20 minutes *Inscripción por 20 minutos*

2. Whole group interactive read aloud 20 minutes *Grupo interactivo leer en voz alta por 20 minutos*

3. Rotation 1: Station 4: 20 minutes *sustantivo 4 por 20 minutos*

4. Rotation 2: Station 1: 20 minutes *sustantivo 1 por 20 minutos*

5. Rotation 3: Station 2: 20 minutes *sustantivo 2 por 20 minutos*

6. Rotation 4: Station 3: 20 minutes *sustantivo 3 por 20 minutos*

7. Whole group interactive read aloud 20 minutes *Grupo interactivo leer en voz alta por 20 minutos*

8. Evaluation 10 minutes *Evaluación por 10 minutos*

Day 4

Red Group

1. Registration 20 minutes *Inscripción por 20 minutos*

2. Whole group interactive read aloud 20 minutes *Grupo interactivo leer en voz alta por 20 minutos*

3. Rotation 1: Station 1: 20 minutes *sustantivo 1 por 20 minutos*

4. Rotation 2: Station 2: 20 minutes *sustantivo 2 por 20 minutos*

5. Rotation 3: Station 3: 20 minutes *sustantivo 3 por 20 minutos*

6. Rotation 4: Station 4: 20 minutes *sustantivo 4 por 20 minutos*

7. Whole Group interactive read aloud 20 minutes *Grupo interactivo leer en voz alta por 20 minutos*

8. Evaluation 10 minutes *Evaluación por 10 minutos*

Blue Group

1. Registration 20 minutes *Inscripción por 20 minutos*

2. Whole group interactive read aloud 20 minutes *Grupo interactivo leer en voz alta por 20 minutos*

3. Rotation 1: Station 2: 20 minutes *sustantivo 2 por 20 minutos*

4. Rotation 2: Station 3: 20 minutes *sustantivo 3 por 20 minutos*

5. Rotation 3: Station 4: 20 minutes *sustantivo 4 por 20 minutos*

6. Rotation 4: Station 1: 20 minutes *sustantivo 1 por 20 minutos*

7. Whole group interactive read aloud 20 minutes *Grupo interactivo leer en voz alta por 20 minutos*

8. Evaluation 10 minutes *Evaluación por 10 minutos*

Green Group

1. Registration 20 minutes *Inscripción por 20 minutos*

2. Whole group interactive read aloud 20 minutes *Grupo interactivo leer en voz alta por 20 minutos*

3. Rotation 1 Station 3: 20 minutes *sustantivo 3 por 20 minutos*

4. Rotation 2: Station 4: 20 minutes *sustantivo 4 por 20 minutos*

5. Rotation 3: Station 1: 20 minutes *sustantivo 1 por 20 minutos*

6. Rotation 4: Station 2: 20 minutes *sustantivo 2 por 20 minutos*

7. Whole group interactive read aloud 20 minutes *Grupo interactivo leer en voz alta por 20 minutos*

8. Evaluation 10 minutes *Evaluación por 10 minutos*

Yellow Group

1. Registration 20 minutes *Inscripción por 20 minutos*

2. Whole group interactive read aloud 20 minutes *Grupo interactivo leer en voz alta por 20 minutos*

3. Rotation 1: Station 4: 20 minutes *sustantivo 4 por 20 minutos*

4. Rotation 2: Station 1: 20 minutes *sustantivo 1 por 20 minutos*

5. Rotation 3: Station 2: 20 minutes *sustantivo 2 por 20 minutos*

6. Rotation 4: Station 3: 20 minutes *sustantivo 3 por 20 minutos*

7. Whole group interactive read aloud 20 minutes *Grupo interactivo leer en voz alta por 20 minutos*

8. Evaluation 10 minutes *Evaluación por 10 minutos*

Day 5

Red Group

1. Registration 20 minutes *Inscripción por 20 minutos*

2. Whole group interactive read aloud 20 minutes *Grupo interactivo leer en voz alta por 20 minutos*

3. Rotation 1: Station 1: 20 minutes *sustantivo 1 por 20 minutos*

4. Rotation 2: Station 2: 20 minutes *sustantivo 2 por 20 minutos*

5. Rotation 3: Station 3: 20 minutes *sustantivo 3 por 20 minutos*

6. Rotation 4: Station 4: 20 minutes *sustantivo 4 por 20 minutos*

7. Whole Group interactive read aloud 20 minutes *Grupo interactivo leer en voz alta por 20 minutos*

8. Evaluation 10 minutes *Evaluación por 10 minutos*

Blue Group

1. Registration 20 minutes *Inscripción por 20 minutos*

2. Whole group interactive read aloud 20 minutes *Grupo interactivo leer en voz alta por 20 minutos*

3. Rotation 1: Station 2: 20 minutes *sustantivo 2 por 20 minutos*

4. Rotation 2: Station 3: 20 minutes *sustantivo 3 por 20 minutos*

5. Rotation 3: Station 4: 20 minutes *sustantivo 4 por 20 minutos*

6. Rotation 4: Station 1: 20 minutes *sustantivo 1 por 20 minutos*

7. Whole group interactive read aloud 20 minutes *Grupo interactivo leer en voz alta por 20 minutos*

8. Evaluation 10 minutes *Evaluación por 10 minutos*

Green Group

1. Registration 20 minutes *Inscripción por 20 minutos*

2. Whole group interactive read aloud 20 minutes *Grupo interactivo leer en voz alta por 20 minutos*

3. Rotation 1 Station 3: 20 minutes *sustantivo 3 por 20 minutos*

4. Rotation 2: Station 4: 20 minutes *sustantivo 4 por 20 minutos*

5. Rotation 3: Station 1: 20 minutes *sustantivo 1 por 20 minutos*

6. Rotation 4: Station 2: 20 minutes *sustantivo 2 por 20 minutos*

7. Whole group interactive read aloud 20 minutes *Grupo interactivo leer en voz alta por 20 minutos*

8. Evaluation 10 minutes *Evaluación por 10 minutos*

Yellow Group

1. Registration 20 minutes *Inscripción por 20 minutos*

2. Whole group interactive read aloud 20 minutes *Grupo interactivo leer en voz alta por 20 minutos*

3. Rotation 1: Station 4: 20 minutes *sustantivo 4 por 20 minutos*

4. Rotation 2: Station 1: 20 minutes *sustantivo 1 por 20 minutos*

5. Rotation 3: Station 2: 20 minutes *sustantivo 2 por 20 minutos*

6. Rotation 4: Station 3: 20 minutes *sustantivo 3 por 20 minutos*

7. Whole group interactive read aloud 20 minutes *Grupo interactivo leer en voz alta por 20 minutos*

Evaluation 10 minutes *Evaluación por 10 minutos*

Evaluation *Evaluación*

Directions: Please circle one of the below.

1.   Did you find this session helpful? *¿Le fue útil esta sesión?*

3=Very satisfied   2=Somewhat satisfied   1=Not Satisfied

3=Muy satisfecho   2=Algo satisfecho   1=No satisfecho

2.   This workshop showed me ways to help my child. *Este taller me mostró*

maneras de ayudar a mi hijo.

3=Very satisfied   2=somewhat satisfied   1=Not Satisfied

3=Muy satisfecho   2=Algo satisfecho   1=No satisfecho

3.   I plan to use some of the ideas presented at home. *Planeo usar algunas de las*

ideas presentadas en casa.

3=Very satisfied   2=Somewhat satisfied   1=Not Satisfied

3=Muy satisfecho   2=Algo satisfecho   1=No satisfecho

4.   What was the best part of the workshop? *¿Cuál fue la mejor parte del taller?*

_____

5.   How often do you read books with your child/children? *¿Con qué frecuencia*

lee libros con su (s) hijo (s)?

_____