

BIOGRAPHICAL SKETCH

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NAME: MANCILLA-MARTINEZ, JEANNETTE

eRA COMMONS USER NAME (credential, e.g., agency login): JEANNETTEMARTINEZ

POSITION TITLE: ASSOCIATE PROFESSOR OF LITERACY

EDUCATION/TRAINING (Begin with baccalaureate or other initial professional education, such as nursing, include postdoctoral training and residency training if applicable. Add/delete rows as necessary.)

INSTITUTION AND LOCATION	DEGREE (if applicable)	Completion Date MM/YYYY	FIELD OF STUDY
Mt. St. Mary's College, Los Angeles, CA	B.A.	06/00	Liberal Studies
Harvard University, Cambridge, MA	Ed.M.	06/03	Human Development & Psychology, Concentration in Language & Literacy
Harvard University, Cambridge, MA	Ed.D.	06/09	Language & Literacy

A. Personal Statement

I have the training, expertise, and experience necessary to carry out the proposed work in collaboration with my fellow co-Is, Joanna A. Christodoulou, David Francis, and Gigi Luk. My program of research is focused on advancing the language and literacy outcomes of students from Spanish-speaking, low-income homes. With the goal of encompassing the heterogeneity within the population of Spanish-speakers, my research includes learners residing in regions across the U.S. from families originating in various Spanish-speaking countries, spans the toddlerhood years through adolescence, and considers Spanish home use and Spanish language and literacy skills. Before embarking on doctoral studies, I amassed extensive experience as a teacher in urban schools, including a Spanish-English dual-language immersion setting, and was certified as a reading specialist during my Master's studies. My subsequent doctoral studies and research experiences provided me with a unique developmental lens in understanding the development of language and literacy skills among children from Spanish-speaking homes and afforded me the opportunity to acquire practical skills to establish and maintain productive relationships with school personnel, manage teams of graduate research assistants, and organize efficient and careful data collection, entry, and analysis. In addition to these experiences, I have the training and experience in applied quantitative methods that will be necessary to complete the proposed study. Indeed, the majority of my work has revolved around longitudinal data analysis (e.g., individual growth modeling, structural equation modeling), as evidenced by my published studies. The proposed study builds on my earlier research in reading development and conceptual vocabulary knowledge to now directly investigate whether conceptual vocabulary is a better predictor of English reading comprehension outcomes and special education placement compared to traditional Spanish and English single-language vocabulary. The following publications specifically highlight my experience and qualifications for the proposed study.

1. Mancilla-Martinez, J., & Lesaux, N. K. (2010). Predictors of reading comprehension for struggling readers: The case of Spanish-speaking language minority learners. *Journal of Educational Psychology, 102*, 701-711. PMID: PMC2941150
2. Mancilla-Martinez, J., Pan, B. A., & Vagh, S. B. (2011). Assessing the productive vocabulary of Spanish-English bilingual toddlers from low-income families. *Applied Psycholinguistics, 32*, 333-357.

3. Mancilla-Martinez, J., & Lesaux, N. K. (2011). The gap between Spanish-Speakers' word reading and word knowledge: A longitudinal study. *Child Development*, 82, 1544-1560. PMID: PMC3169767
4. Mancilla-Martinez, J., & Vagh, S. B. (2013). Growth in toddlers' Spanish, English, and conceptual vocabulary knowledge. *Early Childhood Research Quarterly*, 28, 555-567.

B. Positions and Honors

Positions and Employment

- 2009-2012 Assistant Professor, University of Illinois at Chicago, College of Education, Chicago, IL
 2012-2015 Assistant Professor, University of California, Irvine, School of Education, Irvine, CA
 2015- Associate Professor, Vanderbilt University, Peabody College of Education, Nashville, TN

Other Experience and Professional Memberships

- 2000-2003 Elementary School Teacher, Los Angeles, CA
 2011- Editorial Board Member, *Reading Research Quarterly*
 2013- Advisory Board Member, *Reading Partners*
 2013- Editorial Board Member, *AERA Open*
 2014- IES Review Panel, *Reading, Writing, and Language Development*

Honors

- 2000 Mount Saint Mary's College Education Department Award for Potential Contribution to the Field of Education
 2004 Harvard Graduate School of Education Dean's Entering Award for Highly Promising Future Professors
 2007 Harvard Graduate School of Education Jeanne Chall Reading Lab Grant
 2008 Harvard University John E. Thayer Scholarship
 2008 Harvard Graduate School of Education Edmonds-Cheng Fellowship
 2009 National Reading Conference: Scholars of Color Transitioning into Academic Research Institutions Inaugural Cohort Mentee
 2010 American Association of Hispanics in Higher Education and Educational Testing Service Outstanding Dissertation Competition 2011, semi-finalist
 2013 Hellman Fellow
 2013 National Academy of Education/Spencer Foundation Postdoctoral Fellowship

C. Contribution to Science

Children from Spanish-speaking homes face disproportionately more risk factors, particularly those associated with growing up in poverty, which severely compromise their opportunities to learn, making it less likely that they will graduate from high school, let alone go on to postsecondary education, and reducing their ability to compete in the labor market. My work to date has made the following contributions to science related to the language and reading development of this large and growing population of learners.

1) Spanish-speaking Children Over-rely on Word Reading Skills for Reading Comprehension

My research contributes to reading research by examining the reading comprehension of Spanish-speaking students from low-income homes, and by doing so over an extended developmental time frame (i.e., early childhood through adolescence), rather than cross-sectionally or over the course of 2 or 3 years, as is typical of many longitudinal studies. In keeping with findings for monolingual English speakers, both word reading and language comprehension skills predict Spanish-speaking students' reading comprehension outcomes. But my work has shown that for Spanish-speaking students in particular, in contrast to the general population, word reading continues to be the strongest predictor of comprehension into the middle-school years. In other words, the developmental shift to reliance on language skills once word reading is automatized occurs neither for struggling Spanish-speaking students at the late-elementary level nor for average readers at the middle-school level. These findings highlight the unique process of skill development among Spanish-speaking readers, and suggest that it may be possible to identify poor comprehenders on the basis of this skill profile (i.e., low language comprehension and age-appropriate word reading) rather than waiting to assess reading

comprehension after the primary grade years. The following publications, all of which I publishing as the first author and was responsible for conceptualization, design, data collection, team management, analysis, and manuscript preparation, reflect my contributions.

Mancilla-Martinez, J., Kieffer, M. J., Christodoulou, J. A., Biancarosa, G., & Snow, C. (2011). Investigating English reading comprehension growth in adolescent language minority learners: Some insights from the Simple View. *Reading and Writing: An Interdisciplinary Journal*, 24, 339-354.

Mancilla-Martinez, J., & Lesaux, N. K. (2011). The gap between Spanish-Speakers' word reading and word knowledge: A longitudinal study. *Child Development*, 82, 1544-1560. PMID: PMC3169767

Mancilla-Martinez, J., & Lesaux, N. K. (2010). Predictors of reading comprehension for struggling readers: The case of Spanish-speaking language minority learners. *Journal of Educational Psychology*, 102, 701-711. PMID: PMC2941150

2) *What Do We Really Know about Spanish-speaking Students' Vocabulary Knowledge?*

The influence of other risk factors on vocabulary outcomes is more salient for preschool children with more limited English language proficiency than for their more English-proficient peers, underscoring the need for deliberate vocabulary support for Spanish-speaking students as early as possible. While valid measures for tracking this development are sorely needed, few exist. To address this issue, I focused on the validation of parent report measures (i.e., the *MacArthur Bates Communicative Development Inventories*, referred to here as the Spanish IDHC and English CDI) for tracking and assessing the early vocabulary development of toddler- and preschool-age Spanish-English bilingual children from low-income homes. It became apparent that conceptual vocabulary scoring (i.e., summing the Spanish IDHC and English CDI scores and then subtracting equivalent translation items) is a promising way to arrive at a more comprehensive understanding of this population's vocabulary development than only assessing in English. Yet in the case of this group, unlike more economically privileged Spanish-English bilingual children, the vocabulary gap persists even when we account for conceptual vocabulary knowledge. Further, given the lack of norms associated with conceptual vocabulary scoring, how best to interpret this score remained an open question. I thus investigated the utility of the only available set of standardized receptive and expressive vocabulary measures designed for and normed on Spanish-English bilinguals who speak Spanish and English with varying levels of proficiency. Findings suggest that English-only vocabulary measures underestimate preschool Spanish-English bilingual children's language skills and highlight the need for language assessments that allow students to respond in either language—rather than relying on monolingual measures that are adapted, as has been the case historically. In this work, an open and urgent question—and one that directly leads to the proposed study—is whether use of conceptual vocabulary measures helps to better distinguish between children from Spanish-speaking homes who do and do not go on to experience reading difficulties. The following publications, all of which I publishing as the first author and was responsible for conceptualization, design, data collection, team management, analysis, and manuscript preparation, reflect my contributions.

Mancilla-Martinez, J., Greenfader, C.M., & Ochoa, W. (under review). Spanish-speaking Preschoolers' Conceptual Vocabulary Knowledge: Towards More Comprehensive Assessment.

Mancilla-Martinez, J., Christodoulou, J.A., & Shabaker, M.M. (2014). Preschoolers' English vocabulary development: The influence of English language proficiency and risk factors. *Learning and Individual Differences*, 35, 79-86.

Mancilla-Martinez, J., & Vagh, S. B. (2013). Growth in toddlers' Spanish, English, and conceptual vocabulary knowledge. *Early Childhood Research Quarterly*, 28, 555-567.

Mancilla-Martinez, J., Pan, B. A., & Vagh, S. B. (2011). Assessing the productive vocabulary of Spanish-English bilingual toddlers from low-income families. *Applied Psycholinguistics*, 32, 333-357.

3) *Shifts in Non-Native English Speakers' Home Language Use*

The issue of home language use among non-native English speakers is of central importance given the need to empirically understand the linguistic environments of these learners in order to effectively support this

growing population. An analysis of the influence of varying patterns of Spanish use at home during early childhood on Spanish and English vocabulary rates of growth through adolescence—the first analysis with such a wide developmental scope, to my knowledge—revealed that early Spanish use in LM learners' homes, in and of itself, does not interfere with the development of English vocabulary. At the same time, use of Spanish (in the absence of formal Spanish instruction) is insufficient to support children's Spanish vocabulary growth to typical levels. But this work, like most of the work in this area, treated home language use as time-invariant, an assumption that may well be inaccurate. In light of the possibility that home language use is not stable, drawing on data from the National Center for Education Statistics' Early Childhood Longitudinal Study—Kindergarten (ECLS-K) Cohort, an analysis of patterns of language use from kindergarten to eighth grade did indeed reveal considerable instability. At Kindergarten entry (a common time for data collection in the U.S.) and again at the beginning of eighth grade (a novel aspect of this nationally representative longitudinal dataset), parents reported on whether a language other than English was spoken at home, and, if so, the frequency with which this language was spoken by the mother to the participating child and by the child to the mother. As suspected, patterns of home language use were found to be dynamic, with only half of the sample demonstrating stability in home language use. This means that the home language use screening questions typically asked at school entry may not reflect the real-life changes in home language use experienced by a substantial portion of non-native English speakers and their families. At a minimum, the research community should recognize the limitations in designs, analyses, and theoretical models that focus on the home language environment of non-native English speakers only at one specific time. The following publications reflect my contributions. In addition to publishing as the first author, I was responsible for conceptualization, design, data collection, team management, analysis, and manuscript preparation for the Mancilla-Martinez and Lesaux (2011) study and, using the ECLS-K dataset, for conceptualization, analysis and manuscript preparation for the Mancilla-Martinez and Kieffer (2010) study.

Mancilla-Martinez, J., & Lesaux, N. K. (2011). Early home language use and later vocabulary development. *Journal of Educational Psychology, 103*, 535-546.

Mancilla-Martinez, J., & Kieffer, M. J. (2010). Language minority learners' home language use is dynamic. *Educational Researcher, 39*, 545-546.

Complete List of Published Work in My Bibliography:

<http://www.ncbi.nlm.nih.gov/sites/myncbi/1dsVzu58yPcke/bibliography/49534679/public/?sort=date&direction=ascending>

D. Research Support

Completed

Mancilla-Martinez (PI) 09/01/2013-06/30/2014
National Academy of Education/Spencer Foundation Postdoctoral Fellowship: "Reconceptualizing the Task of Early Identification of Reading Comprehension Difficulties for Language Minority Learners: The Persistence Dimension." This goal of this project was to examine how early reading skills develop for Spanish-speaking language minority children during K-2, and investigate associations of persistent word recognition and language comprehension difficulties with English reading comprehension outcomes in Grades 5 and 8.

Mancilla-Martinez (PI) 07/01/2013-06/30/2014
Hellman Fellows Fund: "Teaching and Language Facilitation Techniques Associated with Preschoolers' Vocabulary Growth." The goal of this project was to monitor the development of preschoolers' Spanish and/or English early literacy, specifically vocabulary, over the course of a school year; and examine language use and language interaction styles in the classroom.