

Measures:

Children

Naglieri Nonverbal Ability Test (NNAT)

Head-to-Toes Task

Woodcock Johnson Tests of Achievement III (WJ-III)

Bateria III Woodcock-Muños

Peabody Picture Vocabulary Test, Fourth Edition (PPVT-4)

Test de Vocabulario en Imagenes Peabody (TVIP)

Bilingual Syntax Measure

Harvard University Graduate School of Education

Principal Investigator:

Barbara Pan

Project Title:

Validating Measures for Tracking Vocabulary Development of English Language Learners

Project Funding Years:

2007-2010

Abstract:

Harvard Graduate School of Education will partner with Dimock Community Health Center and Greater Lawrence Community Action Council Early Head Start (EHS) and Head Start programs to pilot, refine, and validate instruments to be used to track children's vocabulary skills in English and Spanish over time, as well as their changing exposure to and use of each language at home and school. Specifically, the project seeks to: (a) demonstrate the validity of the MacArthur Communicative Development Inventories (CDI) English and Spanish Toddler Short Form for use by parents and teachers of EHS and Head Start children; (b) pilot and validate a Spanish adaptation of the English CDI-III, and extension of the CDI vocabulary checklist intended for older preschoolers; (c) ascertain the age range for which each checklist is appropriate; and (d) refine parent and teacher questionnaires about children's exposure to and use of English and Spanish at home and school. Participants will be EHS and Head Start children between the ages of 24-48 months and identified as Spanish-speaking English Language Learners, their parents and their teachers. Pilot data on 40 children and families will be collected during Year 1. Data will be collected during Years 2-3 on 120 children. The instruments designed in this study are expected to provide a concise set of 'snapshots' of an individual child's exposure to, use of, and vocabulary skills in both English and Spanish over time.

Sample:

Year 1: 40 EHS and Head Start ELL children and families

Year 2-3: 120 EHS and Head Start ELL children and families

Measures:

Parents/Teachers

MacArthur Communicative Development Inventory: Words and Phrases

Inventario del Desarrollo de Habilidades Comunicativas: Palabras y Enunciados

New York University

Principal Investigators:

Christine McWayne

Gigliana Melzi

Project Title:

Developing a Parent-Derived Measure of Latino Family Involvement: A Mixed-Methods Approach with English-Learning Children and Their Families

Project Funding Years:

2007-2010

Abstract:

New York University will examine the ways in which Spanish-speaking, Head Start Latino families support children's school readiness through their involvement behaviors. Specifically, the study will address four research questions: (a) how is family involvement in children's education conceptualized by Spanish-speaking Latino families? (b) can unique and reliable dimensions of family involvement in children's education be identified for Spanish-speaking Latino families of preschool children? (c) do dimensions of family involvement relate meaningfully to related parent constructs? and (d) do dimensions of family involvement relate meaningfully to preschool children's social-emotional and language skills? Study participants included a sample of Latino families drawn from 10 Head Start sites in Year 1, and 500 parent-child pairs drawn from various Head Start sites in Years 2-3. Results of the study are expected to provide a better understanding of culturally-situated practices as well as suggest implications for early childhood programs serving Latino families and children.

Sample:

Year 1: 90 Latino Families

Year 2-3: 500 Parent-Child Pairs