

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

Measures:

Children

Penn Interactive Peer Play Scale (PIPPS)
Preschool Learning Behaviors Scale (PLBS)
Preschool Language Scale, Fourth Edition (PLS-4)
Oral Language Development Scale (OLDS, PreLAS 2000)

Parent

Demographic Questionnaire
Parent Satisfaction with Educational Experiences Scale (PSEE)

Teacher

Parent's School-Based Involvement (activity log)

Temple University

Principal Investigator:

Carol Scheffner Hammer

Project Title:

Promoting the Emergent Literacy Development of English Language Learners: A Culturally Informed Approach

Original Award:

Pennsylvania State University

Project Funding Years:

2007-2010

Project Abstract:

Temple University is partnering with The Head Start Program of Lancaster County, PA to evaluate a home-based, culturally informed emergent literacy intervention that is designed to promote Latino parents' abilities to support the language and literacy development of their English learning children. Specifically, the intervention builds upon research on dialogic reading and modifies FOCUS (an emergent reading intervention for kindergarteners) and will be tailored to the Latino culture. The study has five objectives: (a) to determine Latino parents' beliefs and views about parenting, raising a child who is well-educated and fostering children's language and literacy development; (b) to use the information gathered from the Latino parents to adapt an existing emergent literacy intervention for use with Latino parents who have English language learning children; (c) to evaluate the impact of a culturally informed, home-based literacy intervention on the literacy-related behaviors of Spanish-speaking parents of English Language Learners (ELLs)