

*Sample:*  
n=40 bilingual children

*Measures:*

*Child*

MacArthur Communicative Development Inventory

MacArthur Inventario del Desarrollo de Habilidades Comunicativas

Spanish and English Sentence Repetition Tests (Experimental)

Bilingual Questionnaire

Bilingual Complexity Measure

Event-related Brain Potentials

Bilingual Comprehension Book

## **Mary J. deVries**

*Project Title:*

Caring Relationships with Families: Interpretations of Head Start Family Involvement in a Diverse Community

*Grantee:*

Mary J. deVries

*Project Funding Years:*

1998-2000

*University Affiliation :*

University of Michigan

*Project Abstract:*

This ethnographic study explored the evolution of family involvement in Head Start, focusing on an ethnically diverse community. The two main purposes of the study were to identify those aspects of a Head Start program and its staff that are responsive and beneficial to multicultural families, and to determine the reciprocal response by these families to the Head Start program.

Data was collected from multiple sources over a two-year period using two primary methods: participant observation and in-depth interviewing. The researcher participated in and observed a Head Start classroom and office activities two days a week. Full field notes were recorded and transcribed for analysis. In addition, the researcher conducted multiple in-depth interviews with families, teachers, and staff. The number and frequency of the interviews was adjusted depending on the emerging themes and patterns in the data. A computer software program was used to organize the data and to assist in textual and conceptual analysis.

*Sample:*

n=16 families (10 families in Year 1 and 6 families in Year 2)

*Measures:*

*Classroom*

Participant Observations

*Family / Teacher and Staff*

Three Interview Series

## **Deborah Froelich**

*Project Title:*

Project FRAMES (Family Relationships of Asian-American Minorities and the Educational System)

*Grantee:*

Deborah Froelich

*Project Funding Years:*

1998-2000

*University Affiliation :*

Wichita State University

*Project Abstract:*

The purpose of this ethnographic study was to examine the frames, or unstated rules built by culture and life experience, of Asian American families and Head Start staff to determine the reason that Asian American children with learning difficulties may not be identified. The study also provided information about the effect of Asian family culture on child development, Asian families' interpretation of child development, and Asian families' expectations for their children's future education. From the Head Start perspective, the study examined the organizational culture of Head Start, staff values and beliefs about child development, and the nature and purpose of early education and parents' roles in their children's education. Asian families were selected from a Head Start program in Wichita, Kansas. Teachers and health services workers were selected based on the criteria that they work directly with the Asian subject children.

Data source triangulation was conducted through interviews, home visit observations, and Head Start document reviews. Two subject families received home visits from teachers, and two different subject families received home visits from health services workers. Data themes and patterns were identified using a constant comparative method of analysis.