

Kimberly Davidson

Project Title: Divergence or Convergence of Home and School Racial-Ethnic Socialization: Effects on Preschool Children's Racial Attitudes, Socioemotional and Cognitive Development

Mentor: Dr. Jaipaul Roopnarine

Project Funding Years: 2014-2015

University Affiliation: Syracuse University

Project Abstract: As the US population continues to diversify, early childhood programs serving the nation's youngest citizens strive to meet the needs of culturally diverse families. The current study seeks to examine the racial-ethnic socialization of preschool-age children in home and school contexts by multiple caregivers. Using cultural-ecological models as a guide, the study looks at four components within each socialization setting: parents/teachers, family/peers, physical environments, and the racial-ethnic composition of neighborhoods/child care programs. Utilizing a proposed sample of approximately 200 three- to five-year-old children and their families that participate in Head Start programs in Upstate New York, the effects of match or mismatch of home and school racial-ethnic socialization on children's racial attitudes, and socioemotional and cognitive development will be examined. The racially and ethnically diverse population of Head Start families will allow for the definition of typologies of socialization between groups and will speak to the variation of child care needs by cultural orientation. Structural equation modeling techniques will allow for examination of the latent constructs of home socialization and school socialization via multiple informants and measures and will determine the pathways of influence between these multidimensional constructs and young children's development. The study's findings have the potential of laying bare the importance of ethnic socialization, regarded as a protective factor, in Head Start children's early academic and social development and for informing early childhood practices.

Sample:

A minimum of 200 families and teachers of three- to five-year-old who participate in Head Start programs and child care partnerships in Upstate New York.

Measures:

Demographic information

- Parent Demographic survey

Home racial-ethnic socialization

- Parental Racial-Ethnic Socialization Behaviors
- Family Socialization
- Africentric Home Environment Inventory
- Neighborhood Racial Composition

School racial-ethnic socialization

- Teacher Demographic information
- Teachers will complete a modified version of the Parental Racial-Ethnic Socialization Behaviors measure
- Peers - observation of free play
- Early Childhood Environment Rating Scale-Revised [ECERS-R]
- Head Start Administrator School Racial Composition

Racial Attitudes

- Intergroup Attitude Measure

Socioemotional Development

- Child Behavior Checklist [CBCL-1 ½ -5]

Cognitive Development

- Kaufman Assessment Battery for Children [KABC-II]

Maria Cristina Limlingan

Project Title: More than Words: The Relations between Teacher-Child Interactions, Classroom Context and Latino DLLs' School Readiness

Mentor: Dr. Christine McWayne

Project Funding Years: 2014-2016

University Affiliation: Tufts University

Project Abstract: To better serve Dual Language Learners (DLLs), research needs to focus on how having access to two languages uniquely affects their learning and development. The overarching purpose of this project is to increase the understanding of classroom factors and processes that can support the language and socio-emotional development of DLLs. Toward this end, this project will examine teacher-child interactions occurring with Spanish- English DLLs and their relations to children's school readiness. The proposed project will be guided by the following objectives: 1) To employ a mixed-methods approach using both primary data and a secondary dataset, the Head Start Family and Child Survey (FACES) 2009 cohort, to better understand the relations between teacher-child interactions, classroom context, and DLLs' school readiness; 2) To describe associations between Spanish use by Head Start teachers in the classroom and measures of classroom quality on DLL children's school readiness using secondary data from the FACES 2009 cohort study and a local sample; 3) To examine whether the associations between teacher-child interactions and DLL children's school readiness differ depending on classroom setting and DLL classroom composition, controlling for child and family characteristics using secondary and primary data; 4) To describe teachers' language ideologies and understand possible links to classroom practice and DLLs' student success through collection of primary qualitative data and analysis using qualitative methodology. Findings from this study will inform ways to support the language and socio-emotional development of DLLs.

Sample:

Primary Data: East Boston Head Start, a program consisting of 12 preschool classrooms with 221 children enrolled. The predominant language and culture is Spanish/Central and South American (73% of families identify as Hispanic). Observations of teacher-child interactions, DLLs' English and Spanish proficiency, and teacher ratings of children's socio-emotional competence will be collected for 120 -140 Latino DLLs. Semi-structured interviews will be conducted with at least 12 teachers and/or teacher assistants.

Secondary Data: Participants in the FACES 2009 cohort which included 60 programs, 129 centers, 486 classrooms, and 3,149 children. Included were 919 children whose first language was Spanish.

Measures:

Child-level assessments of school readiness

- English and Spanish language abilities
- Socio-emotional skills
- Preschool Learning Behaviors Scale (PLBS)

Teacher-child interactions

- Classroom quality at the individual level (Primary Data)
- Global classroom quality (Secondary Data)
- Teachers' use of Spanish in the classroom

Classroom context