

Carl Hermanns

Project Title:

Leveling the playing field: Investigating vocabulary development in Latino preschool-age English Language learners

Mentor:

Catherine Snow, Ph.D.

Project Funding Years:

2007-2009

University Affiliation

Harvard Graduate School of Education

Project Abstract:

Harvard Graduate School of Education will examine the impact of a vocabulary development intervention, dialogic reading, for Head Start Latino English Language Learners (ELL). In addition, the researchers will assess the effect of including the home language in the intervention process. Study participants will consist of 137 ELL children from ten Head Start classrooms. The intervention will occur over 12 weeks. Children will be assigned to one of three treatment conditions: Spanish-English; English-only; and a comparison group. Children in the two treatment groups will read two books per week and be introduced to six target vocabulary words each week that are found in both books. General vocabulary knowledge in Spanish and in English will be assessed using the Spanish and English versions of the Receptive One-Word Picture Vocabulary Test (ROWPVT and ROWPVT-SP). Target word vocabulary knowledge will be measured in Spanish and English using researcher-developed assessments modeled on the ROWPVT and ROWPVT-SP. Results from this study will contribute to the current knowledge of effective early literacy for Head Start English language learners and provide Head Start teachers with the skills to implement dialogic reading as part of their daily curriculum.

Sample

137 ELLs

Measures

Children

Receptive One-Word Picture Vocabulary Test (ROWPVT)

Receptive One-Word Picture Vocabulary Test – Spanish Edition (ROWPVT-SP)

Target Vocabulary Assessment - English (TVA-E)

Target Vocabulary Assessment –Spanish (TVA-SP)

Amy E. Lowenstein, M.P.P

Project Title:

Fostering the socio-emotional adjustment of Hispanic English Language Learners: A comparison of the effects of the universal pre-kindergarten and Head Start programs in Oklahoma

Mentor :

Deborah Phillips, Ph.D.

Project Funding Years:

2007-2009

University Affiliation:

Georgetown University

Project Abstract:

Georgetown University will compare the effects of the Community Action Project Head Start program to those of the Tulsa Public Schools universal pre-K (UPK) program in Tulsa, Oklahoma on low-income Hispanic English Language Learner (ELL) children's socio-emotional adjustment at school entry. The study will also examine program effects on low-income English-speaking Black and White children. In addition, researchers will seek to identify factors (aspects of the classroom and teacher characteristics) in Head Start and UPK that predict low-income children's social competence. Teachers assessed children's socio-emotional adjustment in the fall of the kindergarten year using the Adjustment Scales for Preschool Intervention and the Self-Regulation subscale of the Instrumental Competence Scale for Young Children. Classroom quality and instructional time allocation in Head Start and UPK were measured using the Classroom Assessment Scoring System and the Child Engagement section of the Emerging Academics Snapshot. Information on teacher characteristics was collected via a teacher questionnaire, the Ideas about Raising Children survey, and teachers' undergraduate transcripts. Results of the study are expected to expand the research base on the effects of early childhood education programs on low-income children's social development and inform policy debates about the types of programs and aspects of the classroom that best prepare Hispanic and ELL children for school.

Sample:

Head Start (28 4-year-old classrooms)