

Tulsa Study of School Experiences & Early Development (SEED) Newsletter

A QUARTERLY UPDATE ON GEORGETOWN UNIVERSITY & UNIVERSITY OF OKLAHOMA - TULSA SEED STUDY

MARCH 2019 |
ISSUE 1

WHAT IS TULSA SEED?

The Tulsa SEED Study is a longitudinal study of publicly-funded pre-k programs for low-income children in Tulsa, Oklahoma, following children from age 3 through 4th grade. The study aims to understand the effects of pre-k on self-regulatory, education, and health outcomes and the role of classroom supports and context in explaining those effects.

Tulsa SEED is led by Principal Investigators Anna Johnson and Deborah Phillips at Georgetown University, in collaboration with Diane Horm at University of Oklahoma – Tulsa and Gigi Luk at McGill University.*

Tulsa SEED is made possible through funding from the Heising-Simons Foundation, the George Kaiser Family Foundation, the University Strategic Organization Initiative at the University of Oklahoma, the Foundation for Child Development, the Spencer Foundation, and the National Institutes of Health (NIH).

*The full SEED study team includes Sherri Castle, April Dericks, Jane Hutchison, Dr. Anne Martin, Anne Partika, and Owen Schochet.

What kinds of questions will Tulsa SEED be able to answer?

- Is public pre-k at age 4 associated with a developmental boost – enhanced self-regulatory, education, and health outcomes – in kindergarten, relative to no pre-k participation?
- If so, is that boost explained by their self-regulatory skills – that is, skills related to executive functions (e.g., self-monitoring, attention, and memory) and emotion regulation?
- Is there an association between the self-regulatory features of a child's pre-k classroom and their own self-regulatory, education and health outcomes in the kindergarten year?
- Is pre-k exposure associated with children's outcomes in 4th grade? If so, does the self-regulatory environment in kindergarten – 4th grade classrooms moderate that association?
- How does pre-k exposure relate to outcomes for children with special needs or children who are dual-language learners?

What will be shared in future newsletters?

- Descriptive results on our sample - our next newsletter will include information on the demographic characteristics of low-income 4-year-old preschoolers in Tulsa, OK, and how these characteristics vary by program type (i.e., Head Start vs. school-based pre-k enrollment).
- Emerging results addressing key research aims
- Opportunities to hear about study results at local and national conferences -- look out for us at #SRCD19 using #TulsaSEED!



For more information:

Visit our OU-Tulsa website: <http://www.ou.edu/tulsa/early-childhood-education-institute/current-projects/seed>

Visit our Georgetown website: <http://cdsplab.georgetown.domains/early-care-and-education/>



@CDSPlab & @ECEIOUTulsa