

*study.* Paper presented at the National Head Start Research Conference, Washington, DC.

McCarty, F., Lambert, R., & Abbott-Shim, M. (1998, April). *Examination of teacher beliefs and practices, and their relationship to Head Start classroom quality.* Paper presented at the National Head Start Association Conference, Seattle, WA.

## **High/Scope Education Research Foundation**

*Project Title:*

High/Scope Research Center on Head Start Quality

*Grantee:*

High/Scope Educational Research Foundation

*Project Funding Years:*

1995 - 2000

*Project Staff:*

Lawrence J. Schweinhart, Ann Epstein, Amy Fowler Kinch, Sherri Oden, Carol Markley, Ted Jurkiewicz

*Head Start Partners:*

Bussey Center for Early Childhood Education, Southfield, MI  
Capital Area Community Services, Inc., Lansing, MI  
Oakland Livingston Human Service Agency, Pontiac, MI  
Wayne County Regional Educational Services Agency, Wayne, MI

*Contact Information:*

*Research and Content*

Lawrence J. Schweinhart  
High/Scope Educational Research Foundation  
Research Division  
600 N. River Street  
Ypsilanti, MI 48198-2898  
Phone: 313-485-2000  
Email: [larrys@highscope.org](mailto:larrys@highscope.org)

*Materials*

Lawrence J. Schweinhart  
High/Scope Educational Research Foundation  
Research Division  
600 N. River Street

Ypsilanti, MI 48198-2898  
Phone: 313-485-2000  
Email: [larrys@highscope.org](mailto:larrys@highscope.org)

*Project Abstract:*

The High/Scope Educational Research Foundation joined other Research Centers on Head Start Quality (RCHSQs) to define, assess, and verify the effectiveness of high-quality Head Start program practices. Site-specific research was conducted in collaboration with local Head Start agencies to identify local issues and problems, assist in the development of a local database and program monitoring system, and provide feedback to assist Head Start staff in program development and quality improvement activities. The High/Scope Quality Research Consortium (QRC) prepared for cross-cutting research by generating hypotheses related to Head Start policy and practice at the national level, and addressed sampling, instrumentation, data collection, and analysis issues in pilot-tests of research design and methodology. Observations and input received from Head Start staff, parents, and community members provided the basis for the issues and problems being studied.

The High/Scope QRC collaboration carried out four studies: the Head Start Staff Development Study, the Head Start Educational Practices Study, the Head Start Component Services Study, and a Pilot Head Start Effectiveness Study. The studies focused on: (1) the domains and variables that differentiate levels of program quality; and (2) how program quality relates to children's cognitive development, social skills, emotional development, school readiness, families' child rearing skills, program involvement, and progress toward self-sufficiency. A related research focus was on the contributions of naturalistic assessments of Head Start programs and their influences on children and families. The High/Scope Child Observational Record (COR), an observational assessment of children engaged in spontaneous activities in their natural program setting, was examined along with several other forms of child assessment. The High/Scope Head Start Program Quality Assessment (PQA) is a comprehensive observational and interview instrument on Head Start's comprehensive services for children and families. The PQA was developed from previous High/Scope program assessment instruments and the Head Start Program Performance Standards.

*Sample:*

4 Programs  
44 Classrooms  
155 Children

*Measures:*

*Child*

Child Observation Record (COR)  
Peabody Picture Vocabulary Test III (PPVT-III)  
Cognitive Skills Assessment Battery (CSAB)  
School Readiness Rating Scale

*Parent*

Parent Interview

*Staff*

Director Questionnaire  
Teacher Questionnaire

*Program Observation*

Program Quality Assessment (PQA)  
Early Childhood Environment Rating Scale

*Selected Findings:*

Findings emphasize the importance of staffing issues in implementing high quality early education programs. The results have found that Head Start experience, over and above formal education and training, is a significant predictor of program quality. Findings have also suggested that the training methods most positively associated with program quality included curriculum-centered training, hands-on learning experiences, classroom observation and feedback to teachers, and continuity and follow-up by a consistent trainer. The Pilot Head Start Effectiveness study in two programs had attrition problems and produced no evidence of program effects on children's development.

*Publications:*

Epstein, A. S. (1999). Pathways to quality in Head Start, public school, and private nonprofit early childhood programs. *Journal of Research in Childhood Education, 13* (No.2), 101-119.

Epstein, A. S. (2000, September). *Measuring the quality of early childhood programs. Child Care Information Exchange.*

Oden S., Ricks-Doneen, J., & The Head Start Research Cooperative Panel. (1998). Head Start remembered: The contributions of Head Start to children and families. *National Head Start Association Research Quarterly, 1* (No. 4), 128-159.

Oden, S., Ricks-Doneen, J., & The Head Start Research Cooperative Panel. (1999, Spring). Head Start and beyond: A follow-up of Head Start parents and children after the transition to public school. *Children and Families, 18* (No. 2), 56-61.

Schweinhart, L. J. (1999, April). Evaluation of early childhood programs. *Comprehensive Psychiatric Assessment of Young Children. Monograph of Child and Adolescent Psychiatry Clinics of North America.*

Schweinhart, L. J. (1999, Spring/Summer). Evaluating early childhood programs: A key step on the professional path. *High/Scope ReSource.*

Schweinhart, L. J., & Storer, E. (in press). Using the High/Scope Preschool Child Observation Record (COR). *Head Start Bulletin.*

High/Scope Educational Research Foundation. (1998). High/Scope Program Quality Assessment. PQA-Preschool Version. Ypsilanti, MI: *High/Scope Press.*

Oden, S., Schweinhart, L. J., Weikart, D. P., with Marcus, S. M., & Xie, Yu. (2000). *Into adulthood: A study of the effects of Head Start.* Ypsilanti, MI: High/Scope Press.

*Presentations:*

Barbanel, L., Epstein, A. S., Klein, E., et al. (1999, August). *The role of psychology in the training and preparation of professionals in preschool/early childhood education.* Roundtable presented at the Convention of the American Psychological Association, Boston, MA.

Markley, C. A., & Wells, R. (1999, March). *Measurement of teacher qualifications and early childhood program quality.* Poster presented at the Michigan Association for the Education of Young Children Conference, Grand Rapids, MI.

Montie, J., Oden, S., Olmsted, P., & Claxton, J. (2000, June). *Characteristics of early childhood settings in the U.S.: How does Head Start compare?* Submitted to Head Start's Fifth National Research Conference, Washington, DC.

Oden, S. L., Schweinhart, L. J., Weikart, D. P., Marcus, S., & Xie, Y. (1997, April). *Major findings and methodology from the Long-Term Benefits of Head Start study.* Poster presented at the biennial meeting of the Society for Research in Child Development, Washington, DC.

Oden, S., Xie, Y., Schweinhart, L., J. & Weikart, D. (1996, June). The Long-Term Benefits of Head Start Study: Implications for research and practice. In A. Honig, (Chair), *Longitudinal research with high-risk families*, Symposium conducted at Head Start's Third National Research Conference, Washington, DC.

Schweinhart, L. J., Epstein, A., Okoloko, V., & Oden, S. (1998, April). *Assessing the quality of Head Start programs: The Quality Research*

*Consortium*. Paper presented at the American Educational Research Association, San Diego, CA.

Schweinhart, L. J., Epstein, A. S., Okoloko, V., Oden, S. L., & Florian, J. E. (1998, April). *How staffing and staff development contribute to Head Start program quality and effectiveness*. Paper presented at the American Educational Research Association, San Diego, CA.

Schweinhart, L. J., Epstein, A. S., Okoloko, V., Oden, S. L., & Florian, J. E. (1998, July). How staffing and staff development contribute to Head Start program quality and effectiveness. In M. R. Hopmann & R. G. Lambert (Co-Chairs), *Quality is the key to effectiveness: The Head Start Quality Research Consortium*. Symposium conducted at Head Start's Fourth National Research Conference, Washington, DC.

Schweinhart, L. J. with Head Start Quality Research Consortium Co-presenters (1996, June). J. Griffin & M. Lopez (Co-Chairs). In *Implementing the new Head Start research agenda: The Head Start Quality Research Center Consortium*. Symposium conducted at Head Start's Third National Research Conference, Washington, DC.

Schweinhart, L. J., Oden, S., & Jurkiewicz, T. (2000, June). *Do teachers or observers see children's development better?* Poster presented as part of the Head Start Quality Research Consortium Symposium at Head Start's Fifth National Research Conference

Schweinhart, L. J., Oden, S., Jurkiewicz, T., Okoloko, V., & Markley, C. (2000, March). *Do teachers or parents assess Head Start children's social behavior better?* Paper presented at the annual meeting of American Educational Research Association, New Orleans, Louisiana.

Schweinhart, L. J., Oden, S. L., Okoloko, V., Epstein, A., & Markley, C. (2000, June). *Early results: Implementation of a Head Start effectiveness study using a random assignment experimental design*. Poster presented at Head Start's Fifth National Research Conference, Washington, DC.

## **University of North Carolina, Frank Porter Graham Child Development Center**

*Project Title:*

North Carolina Center for Research on Head Start Quality