

*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

*Grantee:*

University of North Carolina at Chapel Hill, Frank Porter Graham Child Development Center

*Project Funding Years:*

1995-2000

*Project Staff:*

Donna Bryant, Ellen Peisner-Feinberg, Beth Tanner, Brooke Holahan, Nora Dahners, Richard Addy, Shari Miller-Johnson

*Head Start Partners:*

Chapel Hill-Carrboro Head Start, Chapel Hill, NC  
Franklin-Vance-Warren Head Start, Henderson, NC  
Person County Head Start, Roxboro, NC  
WAGES Head Start, Goldsboro, NC  
Wake-Orange-Chatham Head Start, Raleigh, NC

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*Research and Content*

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*Project Abstract:*

The objective of the North Carolina Center for Research on Head Start Quality was to describe the complex relationships among quality measures and between program quality and child and family outcomes. The center's findings may contribute to the development of a set of effective and efficient measures and procedures that can be used by Head Start and other early childhood programs to meet and maintain high service delivery standards. Single- and cross-site studies were conducted in four representative Head Start programs by researchers from the University's Frank Porter Graham Child Development Center and the Department of Maternal and Child Health in the School of Public Health.

The research design for this project consisted of both qualitative and quantitative methodologies, including self- and other assessments, observations, interviews, focus groups, and surveys involving Head Start staff, parents, and children. Quality definition, quality interrelationship, built-in feasibility, and outcome studies were conducted. Various descriptive analyses and statistical models were utilized to: (1) study the reliability, validity, and distributions of selected variables; (2) determine interrelationships between quality variables; and (3) define the relationships between program quality and child and family outcomes. Dissemination of research findings included video and print training package products.

Preliminary results from the year one and two research determined the specific characteristics that all groups believe to be important for a good Head Start program, as well as those characteristics that particular groups deem more important than others. Additionally, quality measures for individual programs and child assessments were conducted on a pilot-study level in preparation for future studies.

*Sample:*

4 Programs  
61 Classrooms  
278 Children

*Measures:*

*Child*

Peabody Picture Vocabulary Test III (PPVT-III)  
Woodcock-Johnson Letter-Word Identification  
Woodcock-Johnson Applied Problems  
Early Phonemic Awareness Profile (Dickinson & Chaney)  
Emergent Literacy Profile (Dickinson & Chaney)  
Attitudes/Perceptions of Competence (Stipek)  
Teacher Ratings of Children  
Social Skills Rating System, including Problem Behaviors (Gresham & Elliot)  
Adaptive Language Inventory (Feagans & Farran)  
Student-Teacher Relationship Scale (Pianta)

*Parent Interview*

Family and Child Experiences Survey (FACES) Interview

*Staff Questionnaire*

Attitudes About Job  
Training Activities  
Beliefs About Teaching (Peisner-Feinberg & Bryant)  
Early Childhood Work Environment Survey (J. Bloom)  
Beliefs About Family Services  
Parent Involvement

Health Practices  
Demographics  
Parent Involvement  
Observations of Parent Education Meetings (Castro)  
Observations of Parents in Classrooms (Castro)  
Collection of Monthly Volunteer Data

#### *Health and Safety*

Playground Assessment Using Rating Scales Based on Consumer Product Safety  
Commission Guidelines (Kotch & Devine)  
Indoor Classroom Safety Assessment (Kotch & Devine)  
Goldsboro Follow-up Study  
Kindergarten Teacher Checklist (Maryland State Dept. Of Public Instruction)  
Social Skills Rating System (Gresham & Elliot)  
Student Teacher Relationship Scale-- Short Form (Pianta)  
Vineland Adaptive Behavior Scales (Sparrow, Balla, & Cicchetti)  
Demographic Characteristics of the Teacher

#### *Classroom Observations*

Early Childhood Environment Rating Scale-- Revised (Harms, Clifford, & Cryer)  
Interaction subscale of the Assessment Profile for Early Childhood Programs (Abbott-Shim & Sibley)  
Caregiver Interaction Scale (Arnett)  
Anti-Bias Environment Checklist (Peisner-Feinberg)  
Observation of Hygiene Practices (Kotch & Devine)  
Observation of Eating Activities (Harms & Peisner-Feinberg)  
Structural Characteristics of Classroom

#### *Publications:*

Burchinal, M.R., Campbell, F.A., Bryant, D.M., Wasik, B.H., & Ramey, C.T. (1997). Early intervention and mediating processes in cognitive performance of children of low-income African-American families. *Child Development*, 68, 935-954.

#### *Presentations:*

Bryant, D., & Peisner-Feinberg, E., (2000, July). Head Start quality and child outcomes: Processes and predictors. Poster symposium presented at Head Start's Fifth National Research Conference, Washington, DC.

Bryant, D., & Thigpen, E. (1996, June). *Program/researcher collaboration in the Head Start Quality Research Consortium*. Presentation at the Head Start National Research Conference, Washington, DC.

Castro, D. (1999, February). *Involving diverse families in their children's early childhood programs*. Workshop for childcare providers sponsored by the Orange County Partnership for Young Children, North Carolina.

Castro, D. (1999, March). *Diversity and parental involvement*. Panel discussion of educators at symposium co-sponsored by UNC- School of Education and Chapel Hill-Carrboro City Schools.

Dickinson, D. K., Bryant, D., Peisner-Feinberg, E. S., & Lambert, R. G. (1999, April). *Phonemic awareness in Head Start children: Relationship to language and literacy and parenting variables*. Poster presented at the biennial meeting of the Society for Research in Child Development, Albuquerque, NM.

Harms, T. (1997, March). *Creating responsive environments and programs for infants, toddlers, and families*. Keynote address and workshop, Region IV Infant Toddler Institute, Orlando, FL.

Bryant, D., Peisner-Feinberg, E., & Miller-Johnson, S. (2000, July). *Head Start parents' roles in the educational lives of their children*. Paper submitted to Head Start's Fifth National Research Conference.

Castro, D., Bryant, D., & Peisner-Feinberg, E. (2000, July) *Parent involvement in Head Start classrooms: Findings from an observational study*. Poster session submitted to Head Start's Fifth National Research Conference.

Harms, T. (1998, July). *The Revised Early Childhood Environment Rating Scale*. Poster session at the Head Start Fourth National Research Conference, Washington, DC.

Harms, T. (1998, November). *Active learning: Introducing academics to 4s and kindergartners in the context of experiential learning*. Presented at NAEYC Annual Conference, Toronto, CA.

Jarvis, V., Peisner-Feinberg, E., Ponciano, L., & Howes, C. (1999, April). *Measuring anti-bias curriculum*. In Clifford, R. M. (Chair), Perspectives on quality in early childhood settings: Findings from the National Center for Early Development and Learning. Symposium presented at the annual meeting of the American Educational Research Association, Montreal, Canada.

Peisner-Feinberg, E. S. (1997, May). *The North Carolina Head Start Quality Research Center*. In ACYF Focus on Quality, a plenary session presented at the National Head Start Association Annual Training Conference, Boston, MA.

Peisner-Feinberg, E. S., & Bryant, D. B. (1998, April). *Patterns of quality in early childhood settings: From diversity to developmental appropriateness*.

In R. Lambert (Chair), Assessing the quality of Head Start programs: The Quality Research Consortium. Symposium conducted at the annual meeting of the American Educational Research Association, Chicago, IL.

Peisner-Feinberg, E.S., & Bryant, D.B. (1998, July). *Patterns of quality in Head Start: From diversity to developmental appropriateness*. In M.R. Hopmann & R. Lambert (Co-chairs), Quality is the key to effectiveness: The Head Start Quality Research Center Consortium. Symposium conducted at the Head Start Fourth National Research Conference, Washington, DC.