

learning and literacy); and (3) evaluate the extent to which child outcomes are mediated by changes in parental engagement. To address the extent to which children's cognitive, socioemotional, and behavioral functioning and parent engagement can be enhanced by the multicomponent intervention, we are using a randomized design to evaluate the intervention's impact on key outcomes predictive of school success. Additional analyses will specifically examine: (1) child and family factors that modify the intervention effects; (2) components of the intervention, especially its timing at the ages of 0-3 versus 3-5, that affect the outcomes on children and families; and (3) the longitudinal pattern of change within each child. We will model the between-groups and within-child trajectories to better understand the timing and nature of changes indicating school readiness. The approach is designed to advance the research base from one that focuses simply on "child readiness" for school to one that addresses "parent and child readiness" to engage in schooling across the early childhood spectrum and transitions across contexts.

## **University of North Carolina, Chapel Hill**

### *Project Title:*

Evaluation of an Integrated Program for School Readiness

### *Principal Investigator:*

Janis Kupersmidt

### *Project Funding Years:*

2003-2008

### *Project Abstract:*

The primary goal of the proposed intervention is to conduct a longitudinal effectiveness trial of a multimodal, integrated preschool program designed to improve children's school readiness by promoting pre-literacy, communication, mathematics and socioemotional skills in children at risk for school difficulties. The proposed intervention program consists of a variety of integrated curriculum materials and training methods including intensive teacher training workshops, individual on-site technical assistance with formalized protocols, specific math and pre-literacy classroom activities, and individual primer/booster sessions for a subgroup of aggressive children. Children living in a low-income family or community are at particularly high risk for school failure and constitute the primary target population for this project. The sample includes children attending Head Start and community child care programs. Teachers were randomly assigned to one of three conditions: Control, Workshops Only, or Workshops Plus. Teachers in both

treatment conditions will receive 30 hours of group-based teacher training. Teachers in the Workshops Plus condition will additionally receive on-site technical assistance consisting of individual consultation and mentoring. Teacher outcomes are assessed in baseline, intervention, and maintenance years. Child assessments are conducted in the fall and spring of the intervention year and after the children have made the transition to kindergarten. The outcomes of the proposed research will inform teachers, program directors, and policymakers as they make important decisions about the directions and expansion of early childhood efforts in the U.S.

## University of Pennsylvania

### *Project Title:*

Evidence-based Program for the Integration of Curricula (EPIC): A Comprehensive Initiative for Low-Income Preschool Children

### *Principal Investigator:*

John Fantuzzo

### *Project Funding Years:*

2003-2008

### *Project Abstract:*

The literacy and early developmental problems facing low-income preschool children seriously threaten their academic achievement and social adjustment. Such problems are among the most longstanding and important issues in educational and developmental research and practice. Increased attention to the preschool years has spotlighted this period of life as a critical time for developing skills needed to be successful in school. Low-income preschool children are disproportionately at risk for developmental lags and poor school performance-problems exacerbated in urban settings with widespread poverty and limited institutional resources. Over the past 10 years, researchers have sought to ameliorate these problems by considering how to link early literacy and learning to broad dimensions of children's psychosocial well-being and socio-cultural context. However, despite the dire need, there have been too few attempts to integrate these different areas of inquiry in early childhood development or to examine the interactions between and among them through rigorous multivariate, longitudinal study of evidence-based integrative curricula. In this application, we draw upon a developmental ecological conceptual framework to address these limitations in the existing literature. The primary aim of this application is to conduct a series of studies that will additively connect previously isolated areas of research and theory into a fully-integrated early literacy, numeracy, and