

Maternal stimulation
Maternal intrusiveness

Robert Bradley

Project Title:

Second Looks: Examining the Impact of Early Head Start

Project Funding Years:

2007-2009

Affiliation:

University of Arkansas at Little Rock

Abstract:

The University of Arkansas at Little Rock will use data from the Early Head Start (EHS) National Evaluation Study to examine a variety of personal, familial, and contextual factors that may moderate program impacts on children. Specifically, the study will examine who benefits from early education, what factors help determine who benefits, and what mechanisms account for the impacts observed. Focus will also be on moderators of program impacts because they provide insights into the processes responsible for change. It is expected that results of the study will add to existing knowledge about the impacts of early education for infants and toddlers.

Sample:

EHSRE dataset

Measures:

Child Level

Bayley Mental Development Index (MDI)

Woodcock-Johnson- III

The Peabody Picture Vocabulary Test-III (PPVT-III)

Bayley Behavior Rating Scale

Leiter-Revised

Child Behavior Checklist-Aggressive

Behavior

Rebecca Bulotsky-Shearer, Xiaoli Wen, Jon Korfmacher

Project Title:

A Multidimensional Examination of Early Childhood Program Quality:
Combining Classroom Process Quality and Parent Involvement to Understand

Developmental and School Readiness Outcomes for Early Head Start and Head Start Children

Project Funding Years:
2007-2009

Affiliation:
Erikson Institute

Abstract:

Erikson Institute will investigate the relationship between classroom process quality and parent involvement in center-based Early Head Start and Head Start programs and their effect on children's development and school readiness. The sample will consist of datasets from the Early Head Start National Evaluation Study and the Head Start Family and Child Experiences Survey (FACES 1997 cohort). Five types of measures will be used: (a) classroom process quality, (b) parent involvement, (c) child outcomes, (d) demographic covariates, and (e) program characteristics. Results are expected to identify (a) dimensions of classroom process quality and parent involvement that contribute to children's social adjustment and academic achievement, and (b) national profiles of program quality associated with children's social adjustment and academic achievement.

Sample:
FACES 1997 cohort
Early Head Start National Evaluation Study

Measures:

Child Level

Bayley Mental Development Index (MDI)
MacArthur Communicative Developmental Inventories (CDI)
Woodcock-Johnson Letter-Word Identification
ECLS-K Reading subscale
Personal Maturity Scale
Social Skills Rating System
Howes Peer Play Scale
Woodcock-Johnson Applied Problems

Classroom Level

Arnett Caregiver Interaction Scale
Child-Caregiver Observation System
Student-Teacher Relationship Scale
Quality Indicator Rating Scale for Child Care
Assessment Profile for Early Childhood Programs: Research Edition II
Quality Indicator Rating Scale for child Care (EHSRQ)

Assessment Profile for Early Childhood Programs: Research Edition III
Parent-Caregiver Relationship Scale (PCRS)

Parent Level

Parent-Caregiver Relationship Scale

Program Level

Infant-Toddler Environment Rating Scale (ITERS-R)

Early Childhood Environment Rating Scale (ECERS)

Tamara G. Halle

Project Title:

The Influence of Head Start Services on Children's School Readiness

Project Funding Years:

2007-2009

Affiliation:

Child Trends, Inc.

Abstract:

Child Trends, Inc. will use data from the Head Start Family and Child Experiences Survey (FACES 1999 and 2000 data) to examine whether distinct profiles of school readiness occur within two nationally representative cohorts of Head Start children, and the manner in which Head Start services support children's school readiness and continued development over time. Specifically, the study will determine the degree of stability and change in developmental status over the Head Start year for 4-year-olds. In addition, the Head Start program characteristics and services, the child and family background characteristics and resources, and changes in developmental status over the course of the Head Start year will help to predict child outcomes. Results from the study are expected to help researchers, policy makers, and practitioners understand the types of services Head Start programs should invest in to bolster children's school readiness. It will also extend the current research by further examining school readiness and providing ways to identify children who may need more help to achieve academic goals.

Sample:

FACES 1999 and 2000 cohorts

Measures:

Child Level

Social Awareness Task

McCarthy Draw-A-Design