

## Head Start Graduate Student Research Program: 2012 Research Scholars

### Dawn Davis

**Project Title:** Intervention Fidelity, Teacher Perceptions, and Child Outcomes of a Literacy Curriculum in a Head Start Program: A Mixed Methods Study

**Mentor:** Helen Raikes

**Project Funding Years:** 2012-2013

**University Affiliation:** University of Nebraska-Lincoln

**Project Abstract:** The study will examine relations among implementation fidelity of an intervention curriculum, teacher characteristics, and their perceptions of intervention curriculum, and child literacy outcomes within Head Start programs participating in an Early Reading First project. The implications of this mixed-methods study include: 1) strengthening intervention design and improving curriculum intervention fidelity of implementation in early childhood programs; 2) providing further evidence on the importance of implementation fidelity; 3) maximizing potential impacts of interventions by increasing fidelity; 4) benefits to child literacy outcomes; 5) support to Head Start classroom teachers for curriculum implementation.

#### **Sample:**

216 Head Start Children

11 Head Start Teachers

16 Head Start Classrooms

#### **Measures:**

##### *Child Measures*

- Peabody Picture Vocabulary – III Test (PPVT-III Test)
- Phonological Awareness Literacy Screening – Preschool (PALS-PreK)
- Get Ready to Read! Screener (GRTR)
- Family Demographic Survey

##### *Teacher Measures*

- Staff Demographic Survey
- Opening the World of Learning (OWL) Fidelity Checklist
- Teacher Guided Interview and Ratings

### Irena Nayfeld

**Project Title:** Learning through Inquiry: Examining the Relationship between Child-Generated Questions, Teacher Practices, and School Readiness in Head Start Classrooms