

Secondary Analysis of Head Start Data, Grantees

Catherine C. Ayoub

Project Title:

Longitudinal Mechanisms of Early Head Start Program Impact: High Risk Parenting and Child Self Regulation and Language Development to Pre-Kindergarten

Project Funding Years:

2007-2009

Affiliation:

Massachusetts General Hospital
Department of Psychiatry

Abstract:

Massachusetts General Hospital will identify specific program characteristics and family/maternal risk factors that affect the variation in impacts of Early Head Start (EHS) on children's social-emotional and language development, and whether impacts are in part mediated through changes in maternal-child interaction. The National Early Head Start dataset (n=3,001) will be used to address longitudinal change questions and a local sample (n=146) will be used to address more in depth questions using the additional risk, program characteristics, and child outcomes variables. Results of the study are expected to inform EHS service design on how to best address the effects of family risks on children's language and social-emotional development.

Sample:

National Early Head Start dataset (n=3,001)
Vermont Sample (146 children and their families)

National Sample Measures:

Child Outcomes

MacArthur Communicative Development Inventory (CDI)
Peabody Picture Vocabulary Test-III (PPVT)
Bayley Behavior Rating Scale (BBRS)
Child Behavior Checklist (CBCL)

Parent/Maternal Risks

Center for Epidemiologic Studies-Depression scale (CES-D)
Parent Distress & Parent-Child Dysfunctional Interaction (PSI-Short)

Parent-Child Interaction

Maternal sensitivity

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

Woodcock-Johnson Applied Problems
Parent's Report of Child's Abilities
PPVT-III
Woodcock-Johnson Letter-Word Identification
Woodcock-Johnson Dictation
The Phonemic Analysis Task from the Test of Language Development, Third
Version (TOLD-III)
ECLS-K Reading
Woodcock-Johnson Applied Problems
ECLS-K General Knowledge

Classroom Level

ECERS- global rating of classroom quality
Assessment Profile for Early Childhood Programs
Arnett Scale of Caregiver Behavior

Brenda Jones Harden

Project Title:

Promoting the development of African American male children: An
examination of the benefits of the Early Head Start program

Funding Years:

2007-2008

Affiliation:

University of Maryland

Abstract:

The University of Maryland will use the Early Head Start (EHS) dataset to determine the effects of EHS programs on African American male children. Specifically, the study has three aims: (a) to examine whether there are differences in EHS impact on sub-groups of children defined by race and gender, (b) to identify particular child and family factors which may affect the likelihood of program impacts on African American male children, and (c) to examine which program characteristics potentially moderate the effect of EHS on African American male children. Overall, it is expected that the results from this study will add to the current literature regarding the benefits of early childhood programs for African American male children.

Sample:

Early Head Start dataset

Measures:

Child Level

Bayley Scales of Infant Development- Second Edition (BSID-II)
Woodcock Johnson Psychoeducational Battery-Revised (WJR)
Peabody Picture Vocabulary Test-Third Edition (PPVT-III)
Child Behavior Checklist

Parent Level

Parent Services Interview (PSI)
Home Observation Measurement of the Environment (HOME)
Adult-Adolescent Parenting Inventory (AAPI)
Parenting Stress Inventory-Short Form (PSI/SF)
Center for Epidemiologic Studies Depression (CESD)
Family Environment Scale
Family Resource Scale
Center for Epidemiologic Studies Depression (CESD) Scale

Program Level

Program type (center-based vs. home-based)
Receipt of 3-5 intervention and care

Spencer Li

Project Title:

Head Start Services, Parents' Social Capital, and Parent Involvement in Head Start Programs

Project Funding Years:

2007-2009

Affiliation:

Westat, Inc.

Abstract:

Westat will study the relationship between Head Start services and parent involvement. Specifically, the study will test how Head Start services and parents' social capital affect parent involvement in Head Start program activities and will examine the relationship between Head Start services and parents' social capital. Data collected from the 2000 cohort of the Head Start Family and Child Experiences Survey (FACES) will be utilized. The study will test three hypotheses: (a) parents are more likely to be involved in Head Start programs when they receive Head Start services that meet their specific needs; (b) parents are more likely to be involved in Head Start activities when they have higher social capital in the forms of family, friends, and community support; and (c) services to parents and families provided by current Head Start practices will have minimal effects on parents' social

capital. Study results are intended to be generalizable to Head Start programs and families across the Nation.

Sample:

2000 FACES cohort

Measures:

Parents

Demographic and Psychological Characteristics

Experience with Head Start

Involvement in Head Start Activities

Barriers to Involvement

Social Capital

Community

Exposure to Violence in the Community or Home

Head Start Programs/Classrooms/Teachers

Program Characteristics

Services Provided to Parents and Families

Classroom Quality

Lead Teacher Background and Qualifications

Christine M. McWayne

Project Title:

An Integrated Variable- and Person-Oriented Investigation of School Readiness Among a Nationally Representative Sample of Head Start Children

Project Funding Years:

2008-2010

Affiliation:

New York University

Abstract:

New York University will use data from the Head Start Family and Child Experiences Survey (FACES 2000 dataset) to examine children's patterns of school readiness and potential moderators of readiness in relation to end of kindergarten outcomes. The use of both variable-oriented and person-oriented analyses will yield information on children who manifest specific patterns of pre-academic competencies. These analyses will also help target intervention or curricular strategies for subgroups of children that can inform both individual and systems level change. It is expected that results of the study will provide the empirical support for whole-child theoretical

assertions, as well as evidence for insertion into key practice and policy discussions.

Sample

FACES 2000 dataset

Measures:

Child Level

Arne H Caregiver Interaction Scale

Early Childhood Environment Rating Scale-Revised

Alison L. Miller

Project Title:

Child-, Family-, and Classroom-Level Effects on School Readiness Trajectories

Project Funding Years:

2007-2009

University Affiliation:

University of Michigan School of Public Health

Department of Health Behavior and Health Education

Abstract:

The University of Michigan will use data from the Head Start Family and Child Experiences Survey (FACES) to examine whether and how child-, family-, and classroom-level characteristics may affect child school readiness trajectories. Specifically, the study will model growth in school readiness over time, and examine the role of risk and protective factors at each ecological level on these growth trajectories. The study will examine two sets of hypotheses: (1) that children's academic skills will increase from Head Start to first grade, and that initial level and rate of growth in skills will relate to child-, and family-, and classroom-level factors during the first year of Head Start such that children with more risk factors at each level will show lower initial levels and slower rates of growth, but that protective factors at each level will interact with risk factors to attenuate risk effects; and (2) that an increase in children's behavior problems over time will be associated with a decline in early academic skills, whereas increases in oral language and social skills will be associated with increases in early academic skills; and that family- and classroom-level protective factors will moderate these longitudinal associations. It is expected that results of the study will provide Head Start teachers and program administrators at the National and local levels with practical feedback about how to best individualize classroom

practices and family outreach efforts in order to maximize growth and foster positive school readiness outcomes for Head Start children.

Sample:

FACES Data

Measures:

Child Level

FACES Behavior Problems Index (adapted from the Child Behavior Checklist and the Personal Maturity Scale)

Peabody Picture Vocabulary Test-III (PPVT-III)

Social Skills/Cooperative Classroom Behavior battery (based on the Social Skills Rating System and the Personal Maturity Scale)

Woodcock-Johnson Psychoeducational Battery-Revised (WJ-R)

Family Level

Parent Interview

Neighborhood Violence Exposure measure

Center for Epidemiology Studies Depression Scale (CESD)

Family Support Scale (FSS)

Pearlin Mastery Scale

Parent Involvement measure

Teacher/Classroom Level

Teacher Interview

Early Childhood Environment Rating Scale (ECERS)

Assessment Profile

Arnett Caregiver Interaction Scale

Lori Roggman

Project Title:

Parents, Parenting, and Child Outcomes: What Works Best for Whom?

Funding Years:

2007-2009

Affiliation:

Early Intervention Research Institute

Utah State University

Abstract:

Utah State University will study parenting behavior over time and its relation to child outcomes and community service impacts. In addition to using the Early Head Start Research and Evaluation (EHSRE) Project dataset, EHSRE archived videotaped parent-child observations will be used to examine

parenting behavior in relation to child development outcomes and program services.. Specifically, the project aims to answer the following research questions: (a) What dimensions of parenting typify groups of parents? (b) What changes occur over time in parenting? (c) Which groups of parents have children with more positive outcomes? (d)What are the predictors of parenting, between and within groups? (e) What program services are associated with parenting change? It is expected that the results of this study will reveal the types of parents likely to be in Early Head Start programs and help develop individualized services for families to increase program impacts on parenting behavior and child outcomes.

Sample:

Early Head Start Research and Evaluation Project (EHSRE)

Measures:

Child Level

Peabody Picture Vocabulary Test-III (PPVT) or

Test de Vocabulario en Imagenes Peabody (TVIP)

Bayley Scales of Infant Development- Mental Development Index (MDI)

Bayley Scales of Infant Development- Behavior Rating Scale of

Orientation/Engagement

Bayley Scales of Infant Development- Behavior Rating Scale of Emotion Regulation

Achenbach long scale (CBCL)

Achenbach ASEBA scale (CBCL-A)

Parent Level

Parenting Interactions with Children: Checklist of Observations Linked to Outcomes (PICCOLO)

Home Observation for the Measurement of the Environment (HOME)

Center for Epidemiological Studies Depression Scale (CES-D)

Parenting Stress Index Short Form (PSI/SF)

Family Environment Scale (FES)

Knowledge of Infant Development Index (KIDI)

The Parental Modernity Scale of Child-Rearing and Educational Beliefs (PMS)

Donna Spiker

Title:

Secondary Analysis of Head Start Data

Project Funding Years:
2007-2009

Affiliation:
SRI International

Abstract:
SRI International will examine the Head Start Family and Child Experiences Survey (FACES 2000 cohort) dataset to better understand four sub-groups of Head Start children who are at the highest risk for poor outcomes: (a) children with disabilities and other special needs, (b) children who are English Language Learners, (c) children with health concerns; and (d) children with cumulative environmental risk. Specifically, the proposed data analyses will provide new information on how program and family characteristics predict child outcomes within these subgroups. SRI will use data reduction and multivariate analysis not previously used with this dataset and a growth curve analytic approach to evaluate predictors of child outcomes. The average sample size for each sub-group will be at least 200 Head Start children. Results of the study are expected to aid in the improvement of services for children at the highest risk for poor development and readiness outcomes.

Sample:
FACES 2000 dataset (n=1,898)

Potential Measures:

General Cognitive Ability

Woodcock-Johnson Applied Problems Subtest (Early Math)

Woodcock-Munoz Applied Problems Subtest (Early Math)

Bear Counting Task

Color Naming Task

McCarthy Draw-a-Design Task

Peabody Picture Vocabulary Test

TVIP (Vocabulary)

Social Awareness Recall of self-information

ECLS-K General Knowledge

Child Observation Record (COR) 3 Creative Representation Items

Leiter-Revised Sustained Attention Task

Language and Literacy

Woodcock-Johnson Letter-Word Identification Subtest

Woodcock-Munoz Letter-Word Identification Subtest

Woodcock-Johnson Dictation Subtest (Early Writing Skills)

Woodcock-Munoz Dictation Subtest (Early Writing Skills)

Story and Print Concepts Task

Emerging Literacy Skills

Literacy Rating

TOLD-Primary-3 Phonemic Analysis

ECLS-K Routing and Second Stage Sections (Reading)

Self-Regulation and Behavior

Behavior Problems Scale: Aggressive Behavior

Child Behavior Problems: Aggressive Behavior

Behavior Problems Scale: Hyperactive Behavior

Child Behavior Problems: Hyperactive Behavior

Behavior Problems Scale: Withdrawn Behavior

Child Behavior Problems: Withdrawn Behavior

Social-Emotional Competence

Ratings of Social Competence during Child Assessment

Child Observation Record (COR) 3 Social Relationships Items

Cooperative Classroom Behavior/Social Skills Score

Social Skills and Positive Approach to Learning

Other

Child Observation Record (COR) 4 Music and Movement Items

Family and program variables from the dataset will also be used in multivariate analyses.