

# Early Head Start Research and Evaluation Project (EHSRE): Research Partners 2001-2004, Pre- Kindergarten Follow-up Phase

## Catholic University of America

*Project Title:*

A Longitudinal Study of Pathways to the Kindergarten Readiness of Early Head Start Research Children With and Without Disabilities

*Grantee:*

United Cerebral Palsy Early Head Start

*Project Funding Years:*

2001-2004

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*Project Abstract:*

Catholic University of America (CUA) will investigate the pathways to kindergarten readiness for young children from low income families, building upon the results of the original Early Head Start (EHS) research study conducted in partnership with the United Cerebral Palsy Early Head Start Program in Alexandria, VA. The study will follow 147 military, US-born non-military, and immigrant families from the EHS research period (ending when the focus child turned three) through the preschool years, just prior to kindergarten entry. Within the CUA sample, 20% of the families have children who were referred by age three for special services for developmental delays and disabilities. Specific objectives of this study are to investigate: (1) how the EHS experience influences the options available to parents and the choices made by parents with regard to childcare and supportive services including special education during the preschool years, (2) how these choices affect family and child well-being, (3) the extent to which parents are aware of what is expected of students entering kindergarten, and (4) how the EHS experience, and subsequent parental

choices and preparation, impact children's academic and social readiness. The research will examine various facets of child development and parent mobilization in relation to academic and social readiness. In particular, the CUA research will identify the pathways to kindergarten readiness followed by subgroups in this sample. Through this continuation study, researchers will be able to further identify factors crucial to child and parent preparation for kindergarten.

*Sample:*

N=147 families

*Measures:*

*Child*

Peabody Picture Vocabulary Test (PPVT) - III

Story and Print Concepts

Woodcock Johnson Tests of Individual Achievement, Letter-Word Recognition and Applied Problems

Boehm 3-Preschool

Leiter International Performance Scale, Revised, Attention-Sustained Subscale

Leiter International Performance Scale, Revised, Examiner Rating Scale

Achenbach Child Behavior Checklist (CBCL)

Revised Child Behavior Profile

Behaviors in Childcare: Observation Form and Codebook

Devereux Early Childhood Assessment

*Parent*

Parent Awareness and Preparation for Kindergarten Questionnaire

Resiliency Attitude Scale

Home Observation for Measurement of the Environment (HOME)

Family Functioning Style Scale

Tracking Interview

Pre-Kindergarten Parent Interview

*Childcare Provider/Teacher*

Early Childhood Environment Rating Scale (ECERS)

Arnett Scale of Caregiver Behavior

EHS Service Provider Exit Interview

EHS Program Assessments and Records

**Harvard University**

*Project Title:*

Harvard Graduate School of Education - Early Educational Services  
Longitudinal Research Partnership

*Grantee:*

Early Education Services

*Project Funding Years:*

2001-2004

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*Project Abstract:*

The Harvard Graduate School of Education (HGSE) is continuing a longitudinal research project with the Early Education Services of Windham County, Vermont. The sample includes 116 Early Head Start (EHS) children and community comparison children who were enrolled in the original study before their first birthday and studied through age 36 months. Researchers will follow these children and families through preschool, just prior to kindergarten entry. This research effort focuses on children's linguistic and socioemotional development from a social interactionist and risk and resilience perspective, and emphasizes the role of the family in preparing children for school success. The principle focus of this study is to assess children's capacity to: (1) benefit from early literacy instruction, predicted by factors such as vocabulary, knowledge of letters, phonological awareness, understanding the purpose and function of written language, and

enthusiasm about learning to read; and (2) function in an instructionally focused classroom setting, including attentional and emotional expression and self-regulation, social relations with peers and adults, and a socially competent mastery orientation to difficult tasks. The following research questions will be addressed in this study: (1) How do family members living in poverty in rural communities interact with their preschool children, linguistically and socially? (2) How do characteristics of linguistic and social interaction change over time from infancy to the preschool years? (3) Are there changes over time related to children's rate of growth and/or their readiness for kindergarten? (4) Do any impacts of EHS on family interaction with infants and toddlers extend to the later preschool period, and if so, what areas of language and social growth and functioning are affected? and (5) How do later family characteristics and preschool experiences modulate the impacts of EHS?

Tracking interviews will be conducted with families approximately 6 and 12 months before pre-kindergarten data collection. The pre-kindergarten data collection will involve examination of constructs within parent/family risk and resilience, parenting beliefs and practices, and parent-child communicative and emotional interaction as predictors of children's language/literacy and socioemotional outcomes. This data will allow researchers to examine within-individual growth over time and identify patterns of developmental trajectories, as well as identify measures that are the strongest predictors for particular outcomes.

*Sample:*

N=116 families

*Measures:*

*Parent*

Child Abuse Potential (CAP) Questionnaire

Parenting Stress Index (PSI) short form

*Parent-Child Interaction*

Transcribed videotaped interaction using the Child Language Data Exchange System

*Child*

Transcripts of Spontaneous Speech Interactions with Parents

Story Retelling Exercise

Early Phonemic Awareness Profile Rhyme and Deletion Tasks

Writing Name Exercise (FACES battery)

Child Behavior Checklist (CBCL)

Mean and Nice Parent-Child Interaction Scale Mean and Nice Peer Interaction Scale

Coded Child Activity Level

## **Iowa State University**

*Project Title:*

Project HOME (Home Observation to Measure Effectiveness) Longitudinal Study

*Grantee:*

Mid-Iowa Community Action, Inc. Early Head Start

*Project Funding Years:*

1996-2001

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*Project Abstract:*

The primary purpose of this follow-up study was to examine the mediators and moderators of child outcomes related to school readiness. A secondary purpose was to identify how children's early childhood experiences influence their development, which researchers believe is affected by an interplay of multiple risk and protective factors that change over time in a child's life. This study was guided by the following research questions: (1) How do families' risk and protective factors, and changes in those factors over time, influence children's literacy development and school readiness? (2) How does the quality of children's interactions with caregivers during their first three years predict their school readiness skills (particularly emergent literacy and language outcomes) during pre-kindergarten? (3) How does the quality of children's early education and child care experience during the pre-kindergarten period influence children's literacy development and readiness for school? (4) How do parents' expectations for their children's academic performance influence their children's readiness for school? and (5) How does a family's engagement in EHS affect their children's literacy development and readiness for school during the pre-kindergarten period?

The current sample included 137 children and families who participated in the original study. Tracking interviews were conducted when children were 42 months old, and continued approximately every six months until the spring before the children enter kindergarten. At this point, the pre-

kindergarten assessment protocol was instituted. Data were gathered via parent interviews, child assessments, and teacher/childcare provider questionnaires. Children and families were assessed on various levels-family demographics and structure, parent and child characteristics, family needs and services, the ecology of home and school environments, and children's interactions with parents, teachers, and caregivers-and will be examined in relation to the emergent literacy and language development of the children. Researchers plan to utilize the original data and new follow-up data in conjunction with data from the EHS Research and Evaluation Project. Researchers expect that a better understanding of risk and protective factors in young children's environments will lead to a more useful understanding of how low-income children from high poverty, high-risk environments enter school ready to learn.

*Sample:*

n=137 families

*Measures:*

*Child*

Peabody Picture Vocabulary Test-III (PPVT)  
Test of Language Development- 3 (TOLD-3) Phonemic Analysis Subscale  
Woodcock-Johnson Psych-Educational Battery-Revised (WJ-R)  
Story and Print Concepts  
Minnesota Picture Naming Indicator of Communication Growth  
Achenbach Child Behavior Checklist (CBCL)  
Achenbach Teacher Report Form (TRF)  
Leiter International Performance Scale

*Parent*

Center for Epidemiology Studies Depression Scale (CES-D)  
Parent Interview  
Stony Brook Family Reading Survey  
Video-taped Interaction Tasks  
FACES Parent-Child Activities

*Family/Community*

Family Profile II-Update  
Tracking Interview  
Dunst Family Support Scale  
Stressful Life Events Scale  
Community Violence Questionnaire (CVQ)

*Preschool and Child Care Environments*

Early Childhood Environments Rating Scale – Revised (ECERS-R)  
Family Day Care Rating Scales (FDCRS)  
Arnett Scale of Caregiver Behavior

Teacher/Child Care Provider Interviews  
Student- Teacher Relationship Scale  
Child Assessment of Childcare (CACC)

*Home Environment*  
HOME – Preschool Scale

## **Medical University of South Carolina**

*Project Title:*  
Longitudinal Follow-Up of Sumter Early Head Start Children and Families

*Grantee:*  
Sumter School District 17 Early Head Start

*Project Funding Years:*  
2001-2004

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*Project Abstract:*  
The Medical University of South Carolina, in partnership with the Sumter School District 17 Early Head Start (EHS) Program, will conduct this follow-up study to assess the long-term effects of EHS services received within a school-based program for adolescent/young mothers and their infants. The broad objective of the project is to continue the longitudinal tracking and assessment of former Early Head Start children and families through the summer prior to the children's entry to kindergarten. The Sumter School

District 17 Early Head Start Program is a school-based Early Head Start program focused on the special needs of adolescent and young mothers. In addition to core Early Head Start Services, Therapeutic Child Care and (a research demonstration of) Intensive Home-Based Services were provided to young mothers whose infants were at especially high risk of adverse developmental outcomes.

Because of the potential for adverse social competence outcomes faced by the children of mothers with mental health disorders or substance abuse involvement, the present project will track the child care services received by the families between the time they leave the Early Head Start program through the children's pre-kindergarten summer, and comprehensively evaluate child care quality and mother and child outcomes during the pre-kindergarten summer. Of particular emphasis for the South Carolina site will be maternal mental health functioning at a time when parental availability becomes crucial to a child's transition into school, and the assessment of the child's social competence from multiple perspectives. The primary question to be addressed by this study is "How are the promises of Early Head Start, when combined with post-EHS child and family experiences, mapped into critically-important school readiness outcomes?" Additional mediators of pre-kindergarten outcomes will be explored, including history of childcare arrangements, major life events, and quality of extant childcare arrangements.

*Sample:*

N=152 families (73 former EHS program families, 79 former community-comparison families)

*Measures:*

*Mother*

Brief Symptom Index (BSI)  
Parenting Stress Index (PSI)  
Pearlin and Schooler Mastery Scale  
Stressful Life Events Scale

*Child*

Penn Interactive Peer Play Scale (PIPPS)-Parent version  
Penn Interactive Peer Play Scale (PIPPS)-Teacher version

## **Michigan State University**

*Project Title:*

Pathways Project II: Research into Directions for Family Health

*Grantee:*  
Region II Community Action Agency

*Project Funding Years:*  
2001-2004

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*Project Abstract:*

The Pathways Project is a collaborative research effort between Michigan State University and the Community Action Agency Early Head Start (EHS) program. The current research effort continues and extends the original Pathways Project, aimed at testing the Family Health Model. This model explores the types of services and support available to families, and how parent-child interactions affect family health, the child, and the parent. In addition, this model integrates an innovative focus on parent and child nutrition as a component of family health. The main objective of the current project is to test the long-term impact of the EHS program on family health and child and parent development, while exploring the intervening experiences of the child. This research will assess: (1) how characteristics defining family health change over time, (2) the impact of participation in EHS on family health and child and parent outcomes, and (3) the impact of experiences during the preschool years on child outcomes.

Data from the original Pathways Project will be used to refine and test intermediate components of the Family Health Model. One hundred seventy seven families enrolled in the original Pathways Project will be followed until the children are ready to enter kindergarten. Researchers will collect data on the child's preschool experiences; parent-child interaction; family's use of services; child outcomes such as vocabulary, math skills and attention; and parent outcomes such as employment and education. Additionally, nutritional data on the family will be obtained and parent's attitudes, knowledge, and confidence in feeding their young children assessed. To measure individual change throughout this project, growth curve and latent growth curve methods of analysis will be used. In addition, a multivariate analysis of variance (MANOVA), or trend analysis, will be used to interpret group trends of the longitudinal research findings.

*Sample:*  
N=177 families

*Measures:*

*Child*

Pre-Kindergarten Child Assessment

Leiter International Performance Scale-Revised

Woodcock Johnson Tests of Individual Achievement, Letter-Word Recognition and Applied Problems

Peabody Picture Vocabulary Test (PPVT)

Story Print Concepts

*Family*

Block Food Frequency Questionnaire (FFQ)

Family Crisis Oriented Personal Scale (F-COPES)

McMaster Family Assessment Device-general functioning scale (FAD)

*Parent*

NEAT Attitude, Knowledge, and Confidence Scale

Psychological Empowerment Scale (PES)

*Home Environment*

Home Observation for Measurement of the Environment (HOME)

## **New York University**

*Project Title:*

Pathways from the Educational Alliance's Early Head Start Program to Kindergarten Readiness

*Grantee:*

The Educational Alliance, Inc.

*Project Funding Years:*

2001-2004

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*Project Abstract:*

This research project continues a collaboration between New York University and the Educational Alliance Early Head Start (EHS) program. The objective of this project is to assess the factors that mediate and moderate the effects of participation in EHS on kindergarten readiness. The sample includes a cohort of EHS children and a group of community comparison children who were enrolled in the original EHS project before their first birthday and studied through age 36 months. Researchers will follow children through the preschool period, just prior to kindergarten entry, and assess children's development in the following domains as it relates to kindergarten readiness: cognitive, social, empathy, prosocial values, moral reasoning, emotional well being, and awareness of the perspective of others. Research will also focus on how the parent-child relationship impacts the development of these multiple domains. The main research questions include: (1) Does participation in EHS increase kindergarten readiness? (2) What factors strengthen or attenuate EHS's effects on kindergarten readiness? and (3) Through which pathways does EHS affect kindergarten readiness?

Tracking interviews will be completed at 6-month intervals, beginning 6 months after the 3-year assessment, until a spring or summer assessment prior to kindergarten entry. At this time, a comprehensive assessment will be administered to capture the quality of the child's primary childcare placement. Data collected from the continuation project will be merged with the data collected during the original EHS study and used to test a conceptual model of predictors, moderators, and mediators of kindergarten readiness.

## **University of Arkansas for Medical Sciences**

*Project Title:*

Early Head Start Research Project, Pre-K

*Grantee:*

Child Development, Inc. Northwest Tennessee Head Start/Early Head Start/Migrant Head Start

*Project Funding Years:*  
2001-2005

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*Project Abstract:*

This research project continues a collaboration between the University of Arkansas and Child Development, Inc. (CDI) Early Head Start and begins a new collaboration with the Northwest Tennessee Early Head Start (EHS) program, building on hypotheses and data collected during the first phase of this project. The objective of this continuation project is to assess the impact of the EHS program on child and mother outcomes. The sample includes 322 EHS children and community comparison children who were enrolled in the original project before their first birthday and studied through 36 months. Researchers will follow children through preschool, just prior to kindergarten entry. Research questions will be directed at intervention impact and the mediation and moderation of previously identified constructs, including characteristics of the child's mother and other caregivers (resiliency, social skills, involvement with the child, and attitudes toward the child). Research will focus on how maternal involvement in the EHS program impacts parenting attitudes, efficacy, and potential for child abuse, as well as other factors expected to mediate and/or moderate longer-term child and mother outcomes, including quality of life and nutritional behavior. Impact of the EHS program on child health, physical development, and interpersonal relationships will also be studied. Data analysis will focus on: (1) the impact of the intervention; (2) subsets of participants that may have benefited more or less from the intervention; and (3) an examination of the intervention factors that mediate or moderate child and parent outcomes.

*Sample:*

N=322 children

*Measures:*

*Child*

Height and Weight  
Head Circumference  
Children's Eating Behavior Inventory  
MacArthur Story Stem  
TV Exposure Survey

Infant Feeding Survey  
Children's Eating Behavior Inventory

*Family*

Quality of Life  
Conflict Tactics Scale

*Parent*

Adolescent-Adult Parenting Inventory  
Teti's Maternal Efficacy Scale  
Mother/Grandmother Involvement with Child  
Daily and Parenting Hassles  
Resiliency Attitude Scale  
Adult Attachment Scale  
Substance Abuse Questions  
Scale of Intergenerational Relationships Quality  
Parenting Expectations  
Parent Opinion Survey (PIC)  
Simpson  
Maternal Food Frequency  
Maternal Activities

**University of California at Los Angeles**

*Project Title:*

The Children First Program - Prekindergarten Follow-up Phase

*Grantee:*

Children First Early Head Start

*Project Funding Years:*

2001-2005

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*Project Abstract:*

This longitudinal research project is an extension of a collaborative research effort between UCLA and the Children First program of the Venice Family

Clinic, an Early Head Start (EHS) program in Venice, California that serves Latino immigrant families through the EHS Home Visitation Model. The primary objective of this research study is to examine mediating and moderating pathways towards children's social competence in the context of community childcare settings. A second objective of this study is to examine the long-term efficacy of EHS for a sample of low-income, Latino families who are primarily immigrant, Spanish speaking, and living in an urban community characterized by high levels of violence and wide disparities of wealth.

The sample includes 103 EHS children and families from the original EHS study, combined with a new comparison group of 86 children and families. Observational data, interview data, and data from questionnaires and assessment tools will be collected at several points throughout the study, beginning when the children are 36 months old until they enter kindergarten. The measures used will be from the common research battery protocol proposed for the national EHS study and supplemented with the MacArthur Story Stem Battery and the Attachment Q-Set.

Through the continuation of this local research study, the researchers expect to find that the success of EHS depends on the program's ability to support and enhance strong, caring, continuous relationships. Specifically, researchers hypothesize that the EHS children in the sample who experience and maintain positive, trusting relationships with adult caregivers as infants and toddlers will be able to construct positive relationships with adults and peers and be better able to self regulate in preschool. Additionally, they expect that the EHS children who experience at least one secure attachment relationship with their mother or childcare provider as infants and toddlers will have more positive relationships with adults and peers and be better able to self-regulate than children with two insecure attachment relationships. The final hypothesis is that EHS children who are better able to regulate their emotions and behavior as preschoolers will also be more liked by their pre-kindergarten teachers and be more socially skilled in their interactions with peers in childcare.

*Sample:*

N=189 families (103 program and 86 comparison families)

*Measures:*

*Child*

Bayley Behavioral Ratings (36 months)

Child behavioral Checklist (36 months)

Pre-Kindergarten Child Assessment

Leiter International Performance Scale-Revised

Woodcock Johnson Tests of Individual Achievement (Letter-Word

Recognition and Applied Problems)  
Peabody Picture Vocabulary Test (PPVT)  
Story Print Concepts task  
Howes Peer Play Scale  
FACES teacher report  
Parent-Child interaction  
Emotional Availability of child and mother

*Mother-Child Relationship*

Attachment Q-Set (AQS)  
MacArthur Story Stems Battery (MSSB)

*Teacher-Child Relationships*

Attachment Q-Set (AQS)  
MacArthur Story Stems Battery (MSSB)  
Pianta Student-teacher relationship

## **University of Colorado Health Sciences Center**

*Project Title:*

Early Head Start: Pre-Kindergarten Follow Up

*Grantee:*

Clayton/Mile High Family Futures Project  
Family Star Early Head Start

*Project Funding Years:*

2001-2005

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*Project Abstract:*

This research project continues a collaboration between the University of Colorado Health Sciences Center, Family Start Early Head Start (EHS) Program, and the Clayton/Mile High EHS program. The objective of this project is to assess socio-emotional competence in a cohort of "first wave" EHS children and a group of community comparison children who were enrolled in the original project before their first birthday and studied through

age 36 months. Researchers will follow children through preschool, just prior to kindergarten entry. Research questions include the following: (1) Do intervention children show enhanced development in their positive representations of parental and other figures, ability to organize emotionally-meaningful representations of others in narratives, and ability to construct and communicate resolutions to dilemmas, regulated aggression, and empathic resolutions? (2) Do intervention children show enhanced emotion regulation, capacity for attention and exploration, and sociability with others? (3) Do maternal resources moderate EHS program effects? (4) Does the child's level of engagement in previous EHS programs mediate the impact of the program? (5) To what extent does emotional availability of caregivers, caregiver attitudes, and caregiver involvement in programs associate with child development outcomes? and (6) What is the influence of degree of engagement in EHS, subsequent Head Start attendance, and use of other preschool services on child socio-emotional outcomes? Measures will include telephone tracking interviews, observations of child and parent-child interactions, and pre-kindergarten child assessments.

*Sample:*

Of the original families who were randomized (N=309), N=280 were retained for this study.

Measures:

*Child*

Pre-Kindergarten Child Assessment

Leiter International Performance Scale-Revised

Woodcock Johnson Tests of Individual Achievement, Letter-Word Recognition and Applied Problems

Story Print Concepts Task

MacArthur Story Stem Battery (MSSB)

*Assessments of Service Engagement*

National Child Care Observation

Questionnaire on Partnerships Between Parents and Teachers

Parental interview

*Parent-Child Interactions*

Videotape Codings

**University of Kansas**

*Project Title:*

Early Head Start Research Partnership Project

*Grantee:*

Project EAGLE Early Head Start

*Project Funding Years:*

2001-2004

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*Project Abstract:*

This project is a continuation of a collaborative research effort between the Juniper Garden's Children Project and Project EAGLE, an Early Head Start (EHS) program in Kansas City, KS. The primary purpose of this follow-up study is to examine the mediators and moderators of child outcomes related to school readiness. A secondary purpose is to identify how children's early childhood experiences influence their development, which researchers believe is affected by an interplay of multiple risk and protective factors that change over time in a child's life. This study is guided by the following research questions: (1) How do families' risk and protective factors, and changes in those factors over time, influence children's literacy development and school readiness? (2) How does the quality of children's interactions with caregivers during their first three years predict their school readiness skills (particularly emergent literacy and language outcomes) during pre-kindergarten? (3) How does the quality of children's early education and child care experience during the pre-kindergarten period influence children's

literacy development and readiness for school? (4) How do parents' expectations for their children's academic performance influence their children's readiness for school? and (5) How does families' engagement in EHS affect their children's literacy development and readiness for school during the pre-kindergarten period?

The current sample includes 179 children and families who participated in the original study. Tracking interviews will be conducted when children are 42 months old, and continue every six months until the spring before the children enter kindergarten. At this point, the pre-kindergarten assessment protocol will be instituted. Data will be gathered during parent interviews, child assessments, and teacher/childcare provider questionnaires. Children and families will be assessed on various levels-family demographics and structure, parent and child characteristics, family needs and services, the ecology of home and school environments, and children's interactions with parents, teachers, and caregivers-and will be examined in relation to the emergent literacy and language development of the children. Researchers plan to utilize the original data and new follow-up data in conjunction with data from the national EHS impact evaluation. Researchers expect that a better understanding of risk and protective factors in young children's environments will lead to a more useful understanding of how low-income children from high-poverty, high-risk environments enter school ready to learn.

*Sample:*

N=179 families (91 program families and 88 comparison families)

*Measures:*

*Child*

Peabody Picture Vocabulary Test - III (PPVT)

Test of Language Development - 3 (TOLD-3) Phonemic Analysis Subscale

Woodcock-Johnson Psycho-Educational Battery - Revised (WJ-R)

Story and Print Concepts

Minnesota Picture Naming Indicator of Communication Growth

Achenbach Child Behavior Checklist (CBCL)

Achenbach Teacher Report Form (TRF)

Leiter International Performance Scale

*Parent*

Center for Epidemiology Studies Depression Scale (CES-D)

Parent Interview

Stony Brook Family Reading Survey

Video-taped Interaction Tasks

FACES Parent-Child Activities

*Family/Community*

Family Profile II - Update  
Tracking Interview  
Dunst Family Support Scale  
Stressful Life Events Scale  
Community Violence Questionnaire (CVQ)

*Preschool and Child Care Environments*

Early Childhood Environment Rating Scale - Revised (ECERS-R)  
Family Day Care Rating Scale (FDCRS)  
Arnett Scale of Caregiver Behavior  
Teacher/Child Care Provider Interviews  
Student-Teacher Relationship Scale

*Home Environment*

HOME - Preschool Scale

**University of Missouri at Columbia**

*Project Title:*

Extensive Evaluation of Early Head Start Families Participating in KCMC Early Head Start Program and Comparison Families

*Grantee:*

KCMC Early Head Start

*Project Funding Years:*

2001-2004

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*Project Abstract:*

This research project continues collaboration between the University of Missouri and the Kansas City Early Head Start (EHS) program in Kansas City, Missouri. The sample includes a cohort of "first wave" EHS children and a group of community comparison children who were enrolled in the original EHS project before their first birthday and studied through age 36 months. Researchers will follow children through preschool, just prior to kindergarten

entry to explore factors that mediate and/or moderate the impact of a variety of stressors and services on child and family functioning. Researchers will assess children's cognitive, social, and behavioral outcomes, including kindergarten readiness. Researchers will also explore maternal levels of depression, parenting stress, and maternal self-mastery and self-sufficiency. An in-depth case study component will explore the strengths and challenges of inner-city families. The case studies will allow researchers to examine how the following factors influence the nature of the transition-outcome relationship: (1) social support; (2) a "hardy," determined and optimistic cognitive appraisal system; (3) racial identity development; and (4) human service networks, including EHS. Continuing from previous research efforts, this study will focus on the ways in which life transitions and resulting stress affect outcomes for inner-city families containing young, African American, single mothers in poverty. A unique contribution of this study is its focus on positive outcomes for at-risk populations.

*Sample:*

N=193 families

*Measures:*

*Child Care Environment*

Early Childhood Environment Rating Scale (ECERS)

Arnett Scale of Caregiver Behavior

*Child School Readiness*

Leiter-R International Performance Test Sustained Attention Task

Woodcock Johnson Applied Problems, Letter-Word Identification, and Story and Print Concepts

Peabody Picture Vocabulary Test-III (PPVT-III)

Speech and Symbolic Play Sample

Teacher's Child Report Form (FACES)

Howes Behaviors in Childcare Scale

*Parent*

Ringwald's Conflict Situations Scale

Type, Frequency, and Stressfulness of Change (instrument will be developed)

Black Racial Identity Attitude Scale (RIAS-B), short form

*Ethnographic/Qualitative Data*

Semi-Structured Interviews (case-studies) with a Sample of 9 Parents

Questions regarding stability and change, child care, kindergarten readiness, racial identity, maternal self-sufficiency, residential mobility, exposure to violence, maternal mental health and well-being

## University of Pittsburgh

*Project Title:*

Early Head Start Longitudinal Research Project

*Grantee:*

Family Foundations Early Head Start

*Project Funding Years:*

2001-2005

*Contact Information:*

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*Project Abstract:*

This research project continues a collaboration between the University of Pittsburgh and the Family Foundations Early Head Start (EHS) program. The objective of this project is to continue a longitudinal study of school readiness, focusing on understanding the mechanisms that support school readiness among a primarily African American, low-income sample. The sample includes a group of EHS children and community comparison children who were enrolled in the original study before their first birthday and studied through age 36 months. Researchers will follow the children through preschool, just prior to kindergarten entry.

For this study, the definition of school readiness includes both parent and child readiness for the child's entry into school. In particular, researchers will focus on how participation and active engagement in EHS, combined with other program experiences, contributes to changes in psychosocial and contextual influences of school readiness for both parents and children. Researchers will examine: (1) parents' and early childhood professionals' understanding of school readiness; (2) the influence of psychosocial and contextual factors on parents' and on children's school readiness; and (3)

the influence of early childhood programs on children's school readiness and school readiness predictors.

Researchers will utilize a mixed methods design, including both qualitative and quantitative data. Qualitative data will be collected via: (1) parent pre-kindergarten, open-ended interviews; (2) parent focus group interviews concerning family understandings of school readiness; and (3) ethnographic research conducted in an integrated case study format. Quantitative data will be collected from: (1) parent tracking interviews; (2) parent pre-kindergarten interviews; (3) child pre-kindergarten assessments; and (4) day care or preschool provider assessments.

*Sample:*

N=190 families (97 program families, 93 comparison families)

*Measures:*

Parent

Tracking Interviews

Parent Interview

Personal Assessment of Parent Empowerment Scale (PAPES)

Parent-School Interaction Questionnaire Adaptation

Parent as Teacher Inventory

Semi-Structured Qualitative Interview

Focus Groups

Integrated Ethnographic Case Studies

*Parent-Child Relationship*

Videotaped Free Play Codings

HOME Emotional Responsivity Subscale

*Child*

Dimensions of Mastery Questionnaire

Child School Readiness Measures

Peabody Picture Vocabulary Test-III (PPVT-III)

Woodcock Johnson Applied Problems Test

Woodcock Johnson Letter-Word Identification Test

Story Print Concepts Assessment

Sustained Attention Task

Child Behavior Ratings

Leiter-R Sociability Ratings

Behaviors in Childcare Measure

*Family*

Arizona Social Support Interview

Annual Income and Involvement with Government Agencies

Semi-Structured Qualitative Interview  
Integrated Ethnographic Case Studies

*Program Participation*

Frequency of Support Services  
Level of Program Participation  
Parental Involvement in Program Activities  
Semi-Structured Qualitative Interview  
Integrated Ethnographic Case Studies

*Preschool/Childcare*

Early Childhood Environment Rating Scale (ECERS)/Family Day Care Rating Scale (FDCRS)  
Teacher Information Questionnaire  
Teacher Questionnaire about Child Behavior  
Arnett Scale of Caregiver Behavior  
Center Director Questionnaire  
HOWES snapshot

**University of Washington School of Education**

*Project Title:*

A Longitudinal Research Partnership to Investigate the Impact of Early Head Start on Latino children and Families in Central Washington

*Grantee:*

Washington State Migrant Council Early Head Start

*Project Funding Years*

2001-2005

*Contact Information:*

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*Project Abstract:*

This research project, conducted in partnership with The University of Washington's Center for the Study and Teaching of At-Risk Students (C-STARS) and the Washington State Migrant Council (WSMC), continues longitudinal research on 160 low-income Latino children and their families

participating in Early Head Start (EHS). The focus of this study is tracking and investigating children's preschool and childcare experiences beyond 36 months of age. Specific objectives include: (1) investigating children's growth trajectories and participation in preschool or childcare focusing on developmental nuances; (2) extending "nested study" aims regarding children's disabilities, language and social growth and development, as well as cultural influences on family growth and community involvement; (3) determining the extent to which children's cognitive, linguistic, and social growth is reflected in indices of school readiness; and (4) investigating key elements of the WSMC-EHS and C-STARS partnership, including involvement in longitudinal research and consortium activities as well as continuous program improvement activities. This investigation utilizes various measures, including tracking interviews, parent interviews, staff interviews, child assessments, and child videotaping protocols. The overall goals for this project are to determine what mediates or moderates positive child and family development in community and childcare settings, and to assess how earlier experiences in EHS have influenced child and family development.

*Sample:*

n=160 families (83 program, 77 comparison)

*Measures:*

*Child*

School Readiness Child Assessment  
Story Print Concepts Task  
Key Pre Literacy Indicators Assessment  
Child and Family Videotaped Observation  
Social Interaction/Engagement Protocol  
Dynamic Indicators of Basic Early Literacy Skills (DIBELS)

*Parent*

Early Head Start Longitudinal Tracking Interview  
Parent Interview  
Parent Interview Supplement

*Preschool/Childcare Setting*

Childcare Observations  
Staff Interviews

**University of Washington School of Nursing**

*Project Title:*

Attachment in Early Head Start Process and Outcome

*Grantee:*

Families First Early Head Start

*Project Funding Years:*

2001-2004

*Contact Information:*

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*Project Abstract:*

This research continues a partnership between the University of Washington and Families First Early Head Start (EHS) to conduct longitudinal research on attachment and child outcomes. Researchers will follow families who were participants in the original EHS study at two time points: 1 year and 6 months prior to child entry into kindergarten. The primary focus will be on the role of attachment relationships in children's readiness for school. In particular, this research will focus on answering the following questions: (1) How does participation in EHS and Head Start, in combination with alternative early childhood services, influence the developmental trajectories and school readiness of children entering kindergarten? (2) Does a child's attachment history moderate the effects of Head Start or other early childhood services on children's developmental trajectories and school readiness of children entering kindergarten? (3) Does a child's attachment history predict the quality of relationship he or she develops with a preschool teacher? and (4) Does a child's attachment history influence his or her representations of relationships and resolutions of common dilemmas?

Parents will complete a tracking interview in the fall of their child's pre-kindergarten year to provide updated information on the family and the child's attendance at preschool, childcare, or Head Start. In the spring, the parent will again be contacted to arrange a home visit. Data collected during the home visit includes a parent interview and the Home Observation of the Environment (HOME). In addition, children will complete the Peabody Picture Vocabulary Test-III, Woodcock-Johnson, Story Print Concepts, the MacArthur Story Stem Battery, and the Sustained Attention Subscale of the Leiter-International Performance Test. The examiner will also complete the Leiter-R Examiner Rating Scales on the child's behavior during testing. Finally, parents and children will be videotaped in two activities and a brief interview will be conducted with the child's teacher.

*Sample:*  
N=179 families

*Measures:*

*Family*

Home Observation Assessment of the Environment (HOME)  
Parent-Child Interaction Task

*Child*

Peabody Picture Vocabulary Test-III (PPVT-III)  
Performance Records, Form A  
Woodcock Johnson Tests of Individual Achievement, Letter-Word Recognition  
and Applied Problems  
Story Print Concepts  
Leiter International Performance Test Sustained Attention Subscale  
Leiter-R Examiner Rating Scales  
Parent Rating of Child Behavior  
Teacher Rating of Child Behavior  
MacArthur Story Stem Battery (MSSB)

*Parent*

Center for Epidemiology Studies Depression Scale (CES-D), short form

*Child Care*

Early Childhood Environment Rating Scale (ECERS)  
Arnett Scale of Caregiver Behavior  
Behavior in Child Care: Early Head Start Follow-up Observation and  
Codebook  
Student-Teacher Relationship Scale (STRS)

## **Utah State University**

*Project Title:*

Early Head Start to Pre-Kindergarten: Longitudinal Research

*Grantee:*

Bear River Early Head Start

*Project Funding Years:*

2001-2004

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*Project Abstract:*

This research effort extends a prior collaboration between Utah State University and Bear River Early Head Start (EHS) that examined the immediate outcomes of EHS for low-income children and their families. This long-term follow-up study will assess participants from the original study at the time just before the children are entering school. The five main objectives of this study include: (1) investigating the long-term outcomes of EHS on children's social competence, including a positive parent-child relationship and positive child social behavior; (2) investigating the long-term outcomes of EHS on children's school readiness, including vocabulary, pre-reading skills, mathematic concepts, and learning attitudes; (3) examining whether the link from immediate to long-term child outcomes is mediated by outcomes of EHS in parent functioning; (4) exploring how long-term child and parent outcomes are moderated by intervening experiences with preschool/childcare and family stress; and (5) exploring how long-term child and parent outcomes are moderated by variations in program services. This research will utilize multi-method, multi-measure strategies to evaluate the long-term outcomes of EHS. In addition to a set of cross-site procedures and measures used by all EHS research sites, researchers will collect data during home visits, conduct parent interviews, video tape parent-child interactions, and assess children's school readiness using standardized tests. All data for the current study will be collected in the spring and summer before each child enters kindergarten. Additional data will be collected from fathers and observations of fathers with their children.

*Sample:*

N=200 families (102 program families, 98 comparison families)

*Measures:*

*Child*

Child Behavior Checklist (CBCL)

Conners' Parent Rating Scale-Revised (CPRS-R)

Conners' Teacher Rating Scale-Revised (CTRS-R)

Teacher Checklist of Peer Relations (TCPR)

Peabody Picture Vocabulary Test (PPVT)

Woodcock Johnson Tests of Individual Achievement, Letter-Word Recognition and Applied Problems

*Parent*

Center for Epidemiologic Studies Depression Scale (CES-D)

Pearlin Mastery  
Relationship Attitudes Questionnaire  
(F-COPES)  
Parenting Practices Questionnaire (PPQ)

*Family Stress*

Parenting Stress Index, short form (PSI-S)  
Family Environment Scale (FES) Conflict items

*Parent-Child Interaction*

Video Coding of Parent-Child Relationship Quality

*Head Start, Preschool, or Child Care Environment*

Early Childhood Environment Rating Scale (ECERS)  
Arnett Scale of Provider Sensitivity  
Howes Interactive Behaviors Rating Scale