

# Head Start Quality Research Centers Consortium I (QRC), Research Partners

## Education Development Center

*Project Title:*

New England Research Center on Head Start Quality

*Grantee:*

Education Development Center, Inc.

*Project Funding Years:*

1995-2000

*Project Staff:*

David Dickinson, Aline Sayer, Carol Howard, Martha Bronson, Patton Tabors, Mariela Paez, Karen Craddock, Kimberley Sprague, Louisa Anastasopoulos, David Robinson, Catherine Snow, Cory Lewkowicz, Candy Miller

*Head Start Partners:*

Francis Collins, Cambridge Head Start, Cambridge, MA  
Stacy Dimino, Communities United, Waltham, MA  
James Houlares, CTI Head Start, Lowell, MA  
Constance Kane, ABCD Head Start, Greater Boston  
Joanne Stone Libon, CAPIC Head Start, Chelsea, MA

*Contact Information:*

*Research and Content*

David Dickinson

EDC

55 Chapel Street

Newton, MA 02458

Phone: 617-618-2454

Email: [ddickinson@edc.org](mailto:ddickinson@edc.org)

*Materials*

Margo Sweet

EDC

55 Chapel Street

Newton, MA 02458

Phone: 617-618-2749

Email: [msweet@edc.org](mailto:msweet@edc.org)

*Project Abstract:*

The objective of the New England Research Center on Head Start Quality (NERCHSQ) was to pursue integrated research studies designed to identify indicators of Head Start quality. The Education Development Center, Inc. collaborated with the Harvard University Graduate School of Education, the Boston College School of Education, the Massachusetts Society for the Prevention of Cruelty to Children, the Regional Head Start Office, and Head Start programs throughout the Northeast to develop the NERCHSQ. The research examined the ways in which demographic changes, such as immigration and shifts in poverty, affect program quality. Head Start managers' awareness of and response to demographic changes were examined as well as patterns of interaction and oral language used within classrooms and across program components. A combination of integrated observational studies, action research, and longitudinal examination of children and families were utilized to identify indicators of program quality. Coding systems were developed to rate classroom features and home environments, and to track child development and family functioning. The research teams were composed of Head Start staff and parents. Observational and interview instruments measuring language and social skills were developed and pilot-tested, and later used to chart child development, family well being, and support for child development. The center identified clusters of potential measures used in monitoring program functions, and addressed enhancement of current database capabilities.

*Sample:*

7 Programs

72 Classrooms

367 Children

*Measures:*

*Child*

Peabody Picture Vocabulary Test III (PPVT-III)

Early Phonemic Awareness Profile

Emergent Literacy Profile

Book Concepts

Bronson Social and Task Skills Profile

Social Skills Rating Survey

Teacher Evaluation of Language and Literacy Development

Child Observation Record (High Scope)

*Teacher*

Teacher-Child Verbal Interaction Profile

Teacher Language and Culture Questionnaire

*Parent*

Parent Interview

Family and Service Workers

Family Services Language and Culture Survey

Management Practices

Information and Management Practices Inventory

*Selected Findings:*

1. HLM analyses revealed that the quality of classroom support for literacy, as measured using the Early Language and Literacy Classroom Observation tool (ELLCO), accounted for significant variance in children's language, literacy, phonological awareness and social development.
2. Parents' reports of support for literacy and engagement in educational activities accounted for significant variance in children's language development.
3. The fall-to-spring changes in phonological sensitivity of children from Spanish speaking homes when assessed in English was highly related to ability to do the same task in Spanish. Growth of this ability when assessed in Spanish was highly related to improvement in English.

*Publications:*

Dickinson, D.K., & Sprague, K. (2001). The nature and impact of early childhood care environments on the language and early literacy development of children from low-income families. In D.K. Dickinson, & S. Neuman (Eds.), *Handbook of research on early literacy*. New York: Guilford Press.

Dickinson, D.K., & Tabors, P.O. (2001). *Beginning literacy with language: Young children learning at home and school*. Baltimore, MD: Brookes Publishing.

Dickinson, D.K., McCabe, A., & Anastasopoulos, L. (in press). A framework for examining book reading in early childhood classrooms. In Stahl & van Kleeck, *Book reading in classrooms*.

Smith, M.W., Dickinson, D.K., Sangeorge, A., & Anastasopoulos, L. (in press). *The Early Language and Literacy Classroom Observation (ELLCO)*.

Dickinson, D.K., McCabe, A., & Sprague, K. (under review). *Teacher Rating of Oral Language and Literacy (TROLL): Individualizing early literacy instruction with a standards-based rating tool*.

Dickinson, D.K., & McCabe, A. (under review). *Bringing it all together: The multiple origins, skills, and environmental supports of early literacy.*

Dickinson, D.K., Wolf, A., & McCabe, A. (under review). *Cross-language transfer of phonological awareness in low-income Spanish and English bilingual preschool children.*

Dickinson, D.K., McCabe, A., Anastasopoulos, L., Abbott-Shim, M., Lambert, R.L., & Peisner-Feinberg, E. (under review). *Phonological awareness in Head Start children: Relationship to language and literacy and parenting variables.*

Dickinson, D.K. (under review). *Shifting images of developmentally appropriate practice as seen through different lenses.*

Howard, C., Lewkowicz, C., & Dickinson, D.K. (under review). *Both sides now: An examination of the relationship between researchers and Head Start partners.*

Dickinson, D.K. (2000). Current research on bilingual program models and/or best practices. *NHSA Dialog*, 3 (3), 345 - 351.

Tabors, P.O., Aceves, C., Bartolomé, L., Páez, M., & Wolf, A. (2000) Language development of linguistically diverse children in Head Start classrooms: Three ethnographic portraits. *NHSA Dialog*, 3 (3), 409-440.

Clark-Chiarelli, N., Miller, C., Sayer, A., & Sprague, K. (2000, March). *Analysis of the technical qualities of research tools developed by the New England Quality Research Center.* Newton, MA: Education Development Center, Inc.

Tabors, P.O., Aceves, C., Bartolomé, L., Páez, M.M., & Wolf, A. (1999, November). *Language development of linguistically diverse children in Head Start classrooms: Three ethnographic portraits.* NEQRC Technical Report #1.

#### *Presentations:*

Anastasopoulos, L, Dickinson, D.K., & Fahey, P. (2000, June). *Factors that influence job satisfaction among Head Start staff.* Poster session presented at the Fifth National Head Start Research Conference, Washington, DC.

Bronson, M.B., & Fetter, A.L. (1998, July). *Fall to spring changes in the social and mastery skills of Head Start children.* Paper presented at the Fourth National Head Start Research Conference, Washington, DC.

Bronson, M.B., & Fetter, A.L. (1999, April). *Assessing young children's self-regulated social and mastery task behaviors in the classroom settings.* Poster session presented at the biennial convention of the Society for Research in Child Development, Albuquerque, NM.

Craddock, K. (1997, October). *Literacy in early childhood education: A matter of narrative styles*. Paper presented at the 27th annual conference of the National Black Child Development Institute, Inc., Atlanta GA

Craddock, K. (1997, October). *Narrative styles of African-American children: Implications for early literacy*. Paper presented at Northeastern University, Dept. of African-American Studies, Fall 1997 Seminars, Boston, MA.

Dickinson, D.K. (1997, May). *The New England Quality Research Center*. Paper presented at the annual meeting of the National Head Start Training Conference, Boston, MA.

Dickinson, D.K. (1998, December). *Supporting emergent literacy: Recent research findings*. Paper presented at the New England Head Start Association conference on "Lighting the Way to the New Millennium," Springfield, MA.

Dickinson, D.K. (1999, March). *Language and phonemic awareness development in Spanish and English*. Paper presented at the National Association of Bilingual Educators, San Antonio, TX.

Dickinson, D.K. (1999, April). *Shifting images of DAP as seen through different lenses*. Paper presented at the annual meeting of the American Educational Research Association, Montreal, Canada.

Dickinson, D.K., Bryant, D., Peisner-Feinberg, E., Lambert, R., & Wolf, A. (1999, April). *Phonemic awareness in Head Start children: Relationship to language and literacy and parenting variables*. Paper presented at the biennial meeting of the Society for Research in Child Development, Albuquerque, NM.

Dickinson, D.K. (2000, March). *Effective literacy practices in preschools. Putting research to work: Building literacy skills in children*. Invitational Conference Sponsored by the Harvard Children's Initiative, Cambridge, MA.

Dickinson, D.K., & Miller, C. (2000, April). *Developmental history and psychometric properties of the Early Language and Literacy Classroom Observation Tool (ELLCO)*. Poster session presented at the annual meeting of the American Educational Research Association, New Orleans, LA.

Dickinson, D.K., Sprague, K., Sayer, A., Miller, C., Clark, N., & Wolf, A. (2000, June). Classroom factors that foster literacy and social development of children from different language backgrounds. In M. Hopmann (Chair), *Dimensions of program quality that foster child development: Reports from 5 years of the Head Start Quality Research Centers*. Poster symposium presented at the Fifth National Head Start Research Conference, Washington, DC.

Dickinson, D. (2000, June). Challenges and approaches to assessing young children's early literacy skills in two languages. In M.L. Lopez (Chair), *Continuities and discontinuities in the assessment of young bilingual children: Lessons learned and future directions for research*. Symposium conducted at the Fifth National Head Start Research Conference, Washington, DC.

Dickinson, D.K. (2000, September). *Cognitive, linguistic and social precursors to early literacy: Long-term consequences and policy implications*. Keynote address to the Early Literacy Seminar convened by ASHA and NICHD, Bethesda, MD.

Dickinson, D.K. (2000, September). *How states can support development in the preschool years: A language and literacy perspective*. Address delivered to the National Council of State Legislators, Boise, Idaho.

Dickinson, D.K. (2000, October). *Workshops on classroom language and classroom evaluation for teachers*. IRA Reading Forum, Minneapolis, MN.

Dickinson, D.K., Sprague, K., Sayer, A., Miller, C., & Clark, N. (2001, April). *A multilevel analysis of the effects of early home and preschool environments on children's language and early literacy development*. Poster session presented at the annual conference of the American Educational Research Association, Seattle, WA.

Dickinson, D.K. (2001, May). *How to conduct a local Head Start program evaluation: Keeping track of children's language and literacy growth*. Paper presented at the National Head Start Association, Orlando, FL.

Dickinson, D.K., Howard, C., & Rafal, C.T. (1997, November). *Describing teacher support for language in preschools*. Paper presented at the annual conference of the Division for Early Childhood of the Center for Exceptional Children, New Orleans, LA.

Dickinson, D.K., Rafal, C. T., & Merianos, L. (1998, April). *The structure of Teacher-Child Verbal Interaction in preschool classrooms: Results from the Teacher-Child Verbal Interaction Profile*. Paper presented at the annual meeting of the American Educational Research Association, San Diego, CA.

Dickinson, D.K., & Smith, M.W. (1997, November). *Describing language and literacy environments: Research tools for practitioners*. Paper presented at the National Association for the Education of Young Children, Anaheim, CA.

Dickinson, D.K., Smith, M.W., & Haine, R. (1996, August). *Predicting kindergarten literacy from preschool discourse*. Poster session presented at the XIVth Biennial Meetings of ISSBD, Quebec City, Canada.

Dickinson, D.K. & Wolf, A. (1999, April). *Phonemic awareness development in Spanish-English bilingual preschool children*. Poster session presented at the annual meeting of the Society for the Scientific Study of Reading, Montreal, Canada.

Howard, C., Dodi, C., & Lewkowicz, C. (2000, June). *Creating authentic researcher partnerships: A view from both sides*. Poster session presented at the Fifth National Head Start Research Conference, Washington, DC.

Howard, C., Dodi, C., & Lewkowicz, C. (2000, November). *Creating authentic researcher partnerships: A view from both sides*. Poster session presented at the annual conference of the National Association for the Education of Young People, Washington, DC.

Howard, C. (1998, April). Life in the real world: *Creating and sustaining authentic Head Start-researcher partnerships*. Paper presented at the annual training conference of the National Head Start Association, Seattle, WA,

Miller, C., Sprague, K., & Sayer, A. (2001, April ). *An initial examination of the psychometric properties of tools that examine preschool literacy environments and teacher-child interaction*. Poster session presented at the annual conference of the American Educational Research Association, Seattle, WA.

Miller, C., Sprague, K., Sayer, A., & Dickinson, D.K. (2001, April). *Using HLM to examine the effects of early environments and language background on children's social development*. Poster session presented at the biennial meeting of the Society for Research in Child Development (SRCD), Minneapolis, MN.

Páez, M. (2000, June). Variations in teachers' and children's language use in bilingual and multilingual early childhood education classrooms. In M.L. Lopez (Chair), *Continuities and discontinuities in the assessment of young bilingual children: Lessons learned and future directions for research*. Symposium conducted at the Fifth National Head Start Research Conference, Washington, DC.

Páez, M., & Tabors, P. (2000, June). *Teachers' beliefs and practices related to second language learning in Head Start classrooms*. Poster session presented at the Fifth National Head Start Research Conference, Washington, DC.

Robinson, D.R., Sayer, A., Sprague, K., & Dickinson D.K. (2000, April). Parental reports of family routines as predictive of language and literacy development of Head Start children. In D.K. Dickinson and C. Snow (Chairs), *Examining the impact of parenting on low-income children's development: Results from the four Head Start Quality Research Centers*. Symposium

conducted at the annual meeting of the American Educational Research Association, New Orleans, LA.

Smith, M.W., Haine, R., & Dickinson, D.K. (1997, April). *Teacher's assessments of children's language and literacy skills: Predictive power and consistency*. Paper presented at the Biennial Meeting of the Society for Research in Child Development, Washington, DC.

Snow, C., Aceves, C., Páez, M., & Wolf, A. (1998, July). *Language development of linguistically diverse children in Head Start classrooms: Three ethnographic portraits*. A symposium conducted at the Fourth National Head Start Research Conference, Washington, DC.

Tabors, P. (2000, June). What are some concerns related to doing educational research with young bilingual children? In M.L.Lopez (Chair), *Continuities and discontinuities in the assessment of young bilingual children: Lessons learned and future directions for research*. Symposium conducted at the Fifth National Head Start Research Conference, Washington, DC.

Tabors, P., Baker, M., Caswell, L., Flavin, L., Kelly, R., & Wolf, A. (1997, May). *Assessment of second language learners' progress in learning English*. Presentation at the National Head Start Association's Annual Training Conference, Boston, MA.

Dickinson, D.K., Howard, C., & Theriault, S. (1999) *Research, literacy, and Head Start: Informational sessions for Region I*. Newton, MA: Education Development Center, New England Quality Research Center, Center for Children and Families.

## **Georgia State University**

### *Project Title:*

Georgia State University Research Center on Head Start Quality

### *Grantee:*

Georgia State University, Center for the Study of Adult Literacy

### *Project Funding Years:*

1995-2000

### *Project Staff:*

Martha Abbott-Shim, Frances McCarty, Sarah Franze, Cindy Oxford-Wright, Pearce Adams, Richard Lambert (University of North Carolina-Charlotte), Amy Jones, Joi Antoinette Witt

*Head Start Partners:*

Gayle Cunningham, JCCEO Head Start, Birmingham, AL  
Patsy Thomas, 9th District Opportunity Head Start, Gainesville, GA  
Pate Lowery & Clarence Billups, Concerted Services Head Start, Waycross, GA

*Contact Information:*

Research and Content  
Martha Abbott-Shim  
Professor Emeritus, Georgia State University  
Quality Counts, Inc.  
4 Executive Park East Suite 318  
Atlanta, GA 30329  
Email: [masqcounts@aol.com](mailto:masqcounts@aol.com)

*Papers and instruments are available on our website:*

<http://education.uncc.edu/qrc>

*Project Abstract:*

The purpose of the Georgia State University Research Center on Head Start Quality (GSU RCHSQ) was to support Head Start's role as a model program for providing quality child and family services. The GSU RCHSQ worked in partnership with three large Head Start grantees to: (1) define quality Head Start program practices, (2) identify effective methods of assessing and monitoring program quality, (3) disseminate information about quality program practices, and (4) work collaboratively with the Consortium of Research Centers on Head Start Quality. Site-specific and cross-site research was conducted to explore linkages between program practices, quality measures, and child and family outcomes, utilizing a contextual or ecological model of development.

The research questions for this project included: (1) What teacher characteristics, teacher beliefs, and classroom structural factors are associated with classroom quality? (2) Is the quality of classroom teaching practices associated with child outcomes? (3) What parent and family characteristics are associated with child outcomes? (4) What indicators of classroom quality are associated with child outcomes? (5) Are staff perceptions of program policies and procedures associated with program quality? and (6) Are characteristics of the family service workers associated with child and family outcomes?

In order to study varying contexts, the research design included hierarchical linear modeling to test hypotheses at child, family, classroom, site, and program levels. The methodology included focus groups and key informant interviews, correlational and quasi-experimental methods, experimental

studies with pre- and posttests, and the use of existing Head Start databases where possible.

*Sample:*

3 Programs  
190 Classrooms  
480 Children

*Measures:*

*Child*

Adaptive Social Behavior Inventory (ASBI)  
Bronson Social and Task Skill  
Phonemic Awareness Profile  
M-Kids Preliteracy Inventory  
Peabody Picture Vocabulary Test III (PPVT III)

*Classroom*

Assessment Profile for Early Childhood Programs: Research Edition II

*Parent*

Perceived Parent Competence Scale  
Parent Interview  
Individual Goals Assessment Questionnaire  
Demographic Information Survey  
K-FAST (Kaufman Functional Academic Skills Test)

*Teacher*

Family Involvement Survey  
Teacher Beliefs Scale  
Instructional Activities Scale  
Job Satisfaction Scale

*Program*

Policy and Program Management Survey (Teacher, Administrator and Parent Council Versions) Self-Assessment Checklist for Promoting Cultural Diversity & Cultural Competency Consumer Constructed Empowerment Scale

*Selected Findings:*

I. What teacher characteristics, teacher beliefs, and classroom structural factors are associated with classroom quality?

1. Teacher levels of formal education tend to influence classroom quality indirectly through teachers beliefs. When education results in changes in teacher beliefs, then classroom quality tends to improve.

2. Teachers who have more developmentally appropriate beliefs and practices tend to have higher quality classrooms.
3. Classrooms that reflect lower quality tend to be staffed by teachers who have been teaching Head Start for many years.
  - a. Teachers with high quality classrooms tend to have more positive views of parents.
  - b. Classrooms that reflect lower quality tend to have larger class size and greater numbers of children per adult.

## II. How is classroom quality associated with child outcomes?

1. Children tend to do better on measures of cognitive development when teachers use developmental assessments to plan learning experiences that match the skill level of the child, to communicate with parents, and to make referrals.
2. Children in classrooms with smaller numbers of children per adult tend to do better on measures of prosocial behavior.
3. Children whose mothers are depressed tend to be more disruptive in the classroom.
4. Children tend to generalize the positive social behaviors that they learn in Head Start to other settings when classrooms have balanced schedules in terms of learning contexts and opportunities.
5. The younger children in the classroom tend to perform similar to the class average when teachers use developmental assessments to plan learning experiences that match the skill level of the child, to communicate with parents, and to make referrals.
6. Children whose parents are low literate and who attend high quality classrooms tend to do better on rhyming and print concepts measures than children whose parents are low literate and who attend low quality classrooms.
7. Maternal depression is less of a predictor of disruptive behaviors in the classrooms with teachers who use developmental assessments to plan learning experiences that match the skill level of the child, to communicate with parents, and to make referrals. Through individualized attention, these teachers may be able to elicit positive social behaviors in children whose mothers are depressed.
8. Teachers who place a high value on children's compliance and obedience in classroom behavior tend to initiate fewer positive

interactions, are less responsive to the children, and are less consistent in behavior management.

9. When classrooms provide accessible materials and space that support a variety of learning experiences and child independence, parents tend to report fewer problem behaviors with their children.
10. Age is less of a predictor of children's positive social behavior in classrooms with teachers who use developmental assessments to plan learning experiences that match the skill level of the child, to communicate with parents, and to make referrals. Through individualized attention, these teachers may be able to elicit positive social behaviors in children who are younger than their peers.

III. What parent, family, and child characteristics are associated with child outcomes?

1. Teachers tend to rate older children in the classroom as more expressive and as exhibiting more positive social behaviors.
2. Mothers who report higher levels of depression tend to rate their children as exhibiting fewer positive social behaviors and more problem behaviors than do mothers who report lower levels of depression.
3. The children and parents from rural communities tend to score higher on their respective literacy measures when the child is enrolled in a high quality classroom versus a low quality classroom.
4. Teachers tend to rate children who experience home violence as more disruptive in the classroom.
5. Teachers tend to rate boys as less compliant and less expressive than girls.
6. Parents tend to rate boys as having more problem behavior than girls.

IV. How are staff perceptions of program policies and procedures associated with program quality?

1. Teachers tend to have higher job satisfaction when they believe policies are very clear, and their administrators believe more policy clarity is needed.
2. Teachers tend to have higher job satisfaction when they feel supported by their administrators.

3. Teachers tend to have higher job satisfaction when they feel that communication with administrators is good.
4. Teachers tend to have higher job satisfaction when they feel that administrators hire and retain qualified teachers and teacher aides.

V. What characteristics of families and family service workers are associated with child and family outcomes?

1. Several specific factors emerged from focus groups relating to personal characteristics of family service workers, which enable them to work effectively with Head Start families. These include: maintaining respect for the family, conveying empathy, maintaining appropriate boundaries, and avoiding judgmental attitudes.
2. The prevalence of risk and protective factors among participating Head Start families is consistent in 1997 and 1998.
3. The percentage of Head Start families with different levels of cumulative risk and protective factors is fairly consistent in 1997 and 1998.
4. The total score on the Risk Index tends to be related to a family's increased need for community services, lower parent literacy levels, lower empowerment scores, decreased number of reading materials in the home, decreased participation in Head Start, and higher parent ratings of their children's problem behaviors in the home.
5. The total score on the Protective Index tends to be related to a family's decreased need for community services, higher parent literacy levels, higher number of reading materials in the home, increased participation in Head Start, higher parent ratings of their children's positive behavior, and lower levels of maternal depression.

VI. What difference does the Head Start program make in the development of children and families in an urban southeastern city?

1. Head Start children made more statistically significant gains in receptive vocabulary than Control children.
2. Head Start children had a faster rate of growth in phonemic awareness, phonemic deletion, and rhyming recognition than Control children.
3. Head Start children made gains in story retelling while the Control children showed a decline in performance.

4. Head Start children and Control children had equivalent rates of growth in print awareness.

*Publications:*

Abbott-Shim, M., Lambert, R., & McCarty, F. (2000). Structural model of Head Start classroom quality. *Early Childhood Research Quarterly, 15* (1).

Abbott-Shim, M., Lambert, R., & McCarty, F. (Submitted for publication). A study of Head Start effectiveness using a randomized design. *Developmental Psychology*.

Franze, S., Foster, M., & Abbott-Shim, M. (1998). Assessing the role of Head Start family service workers. *NHSA Dialog: A Research-to-Practice Journal for the Early Intervention Field, 2*(1), 57-64.

Franze, S. E., Foster, M., Abbott-Shim, M., McCarty, F., & Lambert, R. (Submitted for publication). Describing Head Start family service workers: An examination of factors related to job satisfaction, empowerment, and multiculturalism. *Families in Society*.

Greenberg, D., Franze, S., McCarty, F., & Abbott-Shim, M. (Submitted for Publication). Head Start classroom quality and the development of preliteracy skills of children of low literate parents. *NHSA Dialog: A Research-to-Practice Journal for the Early Intervention Field*.

Lambert, R., Abbott-Shim, M., & McCarty, F. (1998). The influence of teacher individualizing practices on child developmental progress. *NHSA Dialog: A Research-to-Practice Journal for the Early Intervention Field, 2*(1), 75-88.

Lambert, R., Abbott-Shim, M., & McCarty, F. (Submitted for publication). The relationship between indicators of the quality of a Head Start classroom environment and ratings of child social behavior. *Child Development*.

Lambert, R., Abbott-Shim, M., & Oxford-Wright, C. (Submitted for publication). Staff perceptions of research in the context of specific strategies for collaboration with Head Start programs. *Early Childhood Research Quarterly*.

McCarty, F., Abbott-Shim, M., & Lambert, R. (Submitted for publication). The relationship between teacher beliefs and practices and Head Start classroom quality. *Early Education and Development*.

Tarullo, L., Lopez, M., & Abbott-Shim, M. (1998). Research on quality within Head Start: An update on the Head Start Performance Measures, the work of the Quality Research Centers, and the Family and Child Experiences Survey

(FACES). *NHSA Dialog: A Research-to-Practice Journal for the Early Intervention Field*, 2(1), 31-41.

*Presentations:*

Abbott-Shim, M., Franze, S., & McCarty, F., & Greenburg, D. (1999, September). *The effect of classroom quality on children of parents with low functional literacy levels*. Paper presented at the European Early Childhood Education Research Conference, Helsinki, Finland.

Abbott-Shim, M., & Lambert, R. (1998, April). Symposium Co-chairs. *The importance of developmentally appropriate teaching practices based on research findings*. Symposium presented at the National Head Start Association Conference, Seattle, WA.

Abbott-Shim, M., & Lambert, R. (1998, April). *The importance of developmentally appropriate teaching practices based on research findings*. Paper presented at the National Head Start Association Conference, Seattle, WA.

Abbott-Shim, M., & Lambert, R. (1999, November). *The impact of classroom quality on children in Head Start settings*. Presented at the Alabama Head Start Conference, Birmingham, AL.

Abbott-Shim, M., Lambert, R., & McCarty, F. (1998, April). *Testing a model of factors that influence Head Start classroom quality*. Paper presented at the National Head Start Association Conference, Seattle, WA.

Abbott-Shim, M., Lambert, R., & McCarty, F. (1998, April). *A structural model of classroom quality*. Paper presented at the American Educational Research Association Annual Convention, San Diego, CA, and a revised paper presented at the Head Start National Research Conference (1998, July), Washington, DC.

Abbott-Shim, M., Lambert, R., & McCarty, F. (1998, July). *Teacher beliefs and classroom structure as influences on classroom quality*. Paper presented at the National Head Start Research Conference, Washington, DC.

Abbott-Shim, M., Lambert, R., & McCarty, F. (2000, April). *A study of Head Start effectiveness using randomized design*. Paper presented at the American Educational Research Association Annual Convention, New Orleans, LA.

Abbott-Shim, M., Lambert, R., & McCarty, F. (2000, June). *The impact of classroom quality on children's language and social development*. Paper presented at the National Head Start Research Conference, Washington, DC.

Abbott-Shim, M., Lambert, R., McCarty, F., & VandeWiele, L. (2000, June). *Classroom quality: Patterns of change over five years*. Paper presented at the National Head Start Research Conference, Washington, DC.

Abbott-Shim, M., Neel, J., & Sibley, A. (1998, July). *Assessment Profile: From checklist to scale*. Paper presented at the Head Start National Research Conference, Washington, DC.

Foster, M., Franze, S., McCarty, F., & Abbott-Shim, M. (1999, April). *The development of risk and protective indices for Head Start families*. Paper presented at the biennial meeting of the Society for Research in Child Development, Albuquerque, NM.

Foster, M., McCarty, F., Lambert, R., Franze, S., & Abbott-Shim, M. (2000, June). *Head Start children's pre-literacy and social outcomes in relation to home learning environment and social risk factors*. Paper presented at the National Head Start Research Conference, Washington, DC.

Franze, S., Abbott-Shim, M., & McCarty, F. (1999, February). *The effects of classroom quality on children of parents with low functional literacy levels*. Paper presented at the annual meeting of the Eastern Educational Research Association, Hilton Head, SC.

Franze, S., Foster, M., & Abbott-Shim, M. (1998, April). *Assessing the role of Head Start family service workers*. Paper presented at the National Head Start Association Conference, Seattle, WA.

Lambert, R. (1998). *The impact of classroom quality on children in Head Start settings*. Paper presented at University of North Carolina, Charlotte Conference, Charlotte, NC.

Lambert, R., Abbott-Shim, M., & McCarty, F. (1998, April). *The influence of teacher individualizing practices on child developmental progress*. Paper presented at the National Head Start Association Conference, Seattle, WA.

Lambert, R., Abbott-Shim, M., & McCarty, F. (1998, April). *A model for using hierarchical linear modeling to analyze multi-level survey data*. Paper presented at the American Educational Research Association Annual Convention, San Diego, CA.

Lambert, R., Abbott-Shim, M., & McCarty, F. (1998, April). *The relationship between classroom quality and the social functioning of preschool children*. Paper presented at the American Educational Research Association Annual Convention, San Diego, CA.

Lambert, R., Abbott-Shim, M., & McCarty, F. (1999, April). *Social functioning of Head Start children in classrooms of varying quality*. Paper presented at

the biennial meeting of the Society for Research in Child Development, Albuquerque, NM.

Lambert, R., Abbott-Shim, M., & McCarty, F. (1999, September). *The relationship between indicators of the quality of a Head Start classroom environment and ratings of child social behavior*. Paper presented at the European Early Childhood Education Research Conference, Helsinki, Finland.

Lambert, R., Abbott-Shim, M., & McCarty, F. (2000, March). *The relationship between classroom quality and the development of pre-literacy skills in Head Start children*. Paper presented at the North Carolina Association for Research in Education, 2000 Annual Meeting, Raleigh, NC.

Lambert, R., Abbott-Shim, M., & McCarty, F. (2000, April). *The pre-literacy status of Head Start children in classrooms of varying quality*. Paper presented at the American Educational Research Association Annual Convention, New Orleans, LA.

Lambert, R., Abbott-Shim, M., & McCarty, F. (2000, June). *The relationship between Head Start classroom quality and child pre-literacy*. Paper presented at the National Head Start Research Conference, Washington, DC.

Lambert, R., Abbott-Shim, M., McCarty, F., & Madden, M. (1998, July). *The influence of management climate on the quality of Head Start programs*. Paper presented at the Head Start National Research Conference, Washington, DC.

Lambert, R., Foster, M., Franze, S., McCarty, F., & Abbott-Shim, M. (2000, April). *A model of home learning environment and social risk factors in relation to children's pre-literacy and language outcomes*. Paper presented at the American Educational Research Association Annual Convention, New Orleans, LA.

Lambert, R., Kirksey, M., Hill-Carlson, M., & McCarthy, C. (1997, March). *The repertory grid as a qualitative interviewing technique for use in survey development*. Paper presented at the American Educational Research Association Annual Convention, Chicago, IL.

McCarty, F., Abbott-Shim, M., & Lambert, R. (1998, April). *The relationship between teacher beliefs and practices and Head Start classroom quality*. Paper presented at the American Educational Research Association Annual Convention, San Diego, CA, and a revised paper presented at the Head Start National Research Conference (1998, July), Washington, DC.

McCarty, F., Abbott-Shim, M., & Lambert, R. (2000, June). *Addressing the effectiveness of Head Start: Implementation and analysis of a randomized*

*study*. Paper presented at the National Head Start Research Conference, Washington, DC.

McCarty, F., Lambert, R., & Abbott-Shim, M. (1998, April). *Examination of teacher beliefs and practices, and their relationship to Head Start classroom quality*. Paper presented at the National Head Start Association Conference, Seattle, WA.

## **High/Scope Education Research Foundation**

*Project Title:*

High/Scope Research Center on Head Start Quality

*Grantee:*

High/Scope Educational Research Foundation

*Project Funding Years:*

1995 - 2000

*Project Staff:*

Lawrence J. Schweinhart, Ann Epstein, Amy Fowler Kinch, Sherri Oden, Carol Markley, Ted Jurkiewicz

*Head Start Partners:*

Bussey Center for Early Childhood Education, Southfield, MI  
Capital Area Community Services, Inc., Lansing, MI  
Oakland Livingston Human Service Agency, Pontiac, MI  
Wayne County Regional Educational Services Agency, Wayne, MI

*Contact Information:*

*Research and Content*

Lawrence J. Schweinhart  
High/Scope Educational Research Foundation  
Research Division  
600 N. River Street  
Ypsilanti, MI 48198-2898  
Phone: 313-485-2000  
Email: [larrys@highscope.org](mailto:larrys@highscope.org)

*Materials*

Lawrence J. Schweinhart  
High/Scope Educational Research Foundation  
Research Division  
600 N. River Street

Ypsilanti, MI 48198-2898  
Phone: 313-485-2000  
Email: [larrys@highscope.org](mailto:larrys@highscope.org)

*Project Abstract:*

The High/Scope Educational Research Foundation joined other Research Centers on Head Start Quality (RCHSQs) to define, assess, and verify the effectiveness of high-quality Head Start program practices. Site-specific research was conducted in collaboration with local Head Start agencies to identify local issues and problems, assist in the development of a local database and program monitoring system, and provide feedback to assist Head Start staff in program development and quality improvement activities. The High/Scope Quality Research Consortium (QRC) prepared for cross-cutting research by generating hypotheses related to Head Start policy and practice at the national level, and addressed sampling, instrumentation, data collection, and analysis issues in pilot-tests of research design and methodology. Observations and input received from Head Start staff, parents, and community members provided the basis for the issues and problems being studied.

The High/Scope QRC collaboration carried out four studies: the Head Start Staff Development Study, the Head Start Educational Practices Study, the Head Start Component Services Study, and a Pilot Head Start Effectiveness Study. The studies focused on: (1) the domains and variables that differentiate levels of program quality; and (2) how program quality relates to children's cognitive development, social skills, emotional development, school readiness, families' child rearing skills, program involvement, and progress toward self-sufficiency. A related research focus was on the contributions of naturalistic assessments of Head Start programs and their influences on children and families. The High/Scope Child Observational Record (COR), an observational assessment of children engaged in spontaneous activities in their natural program setting, was examined along with several other forms of child assessment. The High/Scope Head Start Program Quality Assessment (PQA) is a comprehensive observational and interview instrument on Head Start's comprehensive services for children and families. The PQA was developed from previous High/Scope program assessment instruments and the Head Start Program Performance Standards.

*Sample:*

4 Programs  
44 Classrooms  
155 Children

*Measures:*

*Child*

Child Observation Record (COR)  
Peabody Picture Vocabulary Test III (PPVT-III)  
Cognitive Skills Assessment Battery (CSAB)  
School Readiness Rating Scale

*Parent*

Parent Interview

*Staff*

Director Questionnaire  
Teacher Questionnaire

*Program Observation*

Program Quality Assessment (PQA)  
Early Childhood Environment Rating Scale

*Selected Findings:*

Findings emphasize the importance of staffing issues in implementing high quality early education programs. The results have found that Head Start experience, over and above formal education and training, is a significant predictor of program quality. Findings have also suggested that the training methods most positively associated with program quality included curriculum-centered training, hands-on learning experiences, classroom observation and feedback to teachers, and continuity and follow-up by a consistent trainer. The Pilot Head Start Effectiveness study in two programs had attrition problems and produced no evidence of program effects on children's development.

*Publications:*

Epstein, A. S. (1999). Pathways to quality in Head Start, public school, and private nonprofit early childhood programs. *Journal of Research in Childhood Education, 13* (No.2), 101-119.

Epstein, A. S. (2000, September). *Measuring the quality of early childhood programs. Child Care Information Exchange.*

Oden S., Ricks-Doneen, J., & The Head Start Research Cooperative Panel. (1998). Head Start remembered: The contributions of Head Start to children and families. *National Head Start Association Research Quarterly, 1* (No. 4), 128-159.

Oden, S., Ricks-Doneen, J., & The Head Start Research Cooperative Panel. (1999, Spring). Head Start and beyond: A follow-up of Head Start parents and children after the transition to public school. *Children and Families, 18* (No. 2), 56-61.

Schweinhart, L. J. (1999, April). Evaluation of early childhood programs. *Comprehensive Psychiatric Assessment of Young Children. Monograph of Child and Adolescent Psychiatry Clinics of North America.*

Schweinhart, L. J. (1999, Spring/Summer). Evaluating early childhood programs: A key step on the professional path. *High/Scope ReSource.*

Schweinhart, L. J., & Storer, E. (in press). Using the High/Scope Preschool Child Observation Record (COR). *Head Start Bulletin.*

High/Scope Educational Research Foundation. (1998). High/Scope Program Quality Assessment. PQA-Preschool Version. Ypsilanti, MI: *High/Scope Press.*

Oden, S., Schweinhart, L. J., Weikart, D. P., with Marcus, S. M., & Xie, Yu. (2000). *Into adulthood: A study of the effects of Head Start.* Ypsilanti, MI: High/Scope Press.

*Presentations:*

Barbanel, L., Epstein, A. S., Klein, E., et al. (1999, August). *The role of psychology in the training and preparation of professionals in preschool/early childhood education.* Roundtable presented at the Convention of the American Psychological Association, Boston, MA.

Markley, C. A., & Wells, R. (1999, March). *Measurement of teacher qualifications and early childhood program quality.* Poster presented at the Michigan Association for the Education of Young Children Conference, Grand Rapids, MI.

Montie, J., Oden, S., Olmsted, P., & Claxton, J. (2000, June). *Characteristics of early childhood settings in the U.S.: How does Head Start compare?* Submitted to Head Start's Fifth National Research Conference, Washington, DC.

Oden, S. L., Schweinhart, L. J., Weikart, D. P., Marcus, S., & Xie, Y. (1997, April). *Major findings and methodology from the Long-Term Benefits of Head Start study.* Poster presented at the biennial meeting of the Society for Research in Child Development, Washington, DC.

Oden, S., Xie, Y., Schweinhart, L., J. & Weikart, D. (1996, June). The Long-Term Benefits of Head Start Study: Implications for research and practice. In A. Honig, (Chair), *Longitudinal research with high-risk families*, Symposium conducted at Head Start's Third National Research Conference, Washington, DC.

Schweinhart, L. J., Epstein, A., Okoloko, V., & Oden, S. (1998, April). *Assessing the quality of Head Start programs: The Quality Research*

*Consortium*. Paper presented at the American Educational Research Association, San Diego, CA.

Schweinhart, L. J., Epstein, A. S., Okoloko, V., Oden, S. L., & Florian, J. E. (1998, April). *How staffing and staff development contribute to Head Start program quality and effectiveness*. Paper presented at the American Educational Research Association, San Diego, CA.

Schweinhart, L. J., Epstein, A. S., Okoloko, V., Oden, S. L., & Florian, J. E. (1998, July). How staffing and staff development contribute to Head Start program quality and effectiveness. In M. R. Hopmann & R. G. Lambert (Co-Chairs), *Quality is the key to effectiveness: The Head Start Quality Research Consortium*. Symposium conducted at Head Start's Fourth National Research Conference, Washington, DC.

Schweinhart, L. J. with Head Start Quality Research Consortium Co-presenters (1996, June). J. Griffin & M. Lopez (Co-Chairs). In *Implementing the new Head Start research agenda: The Head Start Quality Research Center Consortium*. Symposium conducted at Head Start's Third National Research Conference, Washington, DC.

Schweinhart, L. J., Oden, S., & Jurkiewicz, T. (2000, June). *Do teachers or observers see children's development better?* Poster presented as part of the Head Start Quality Research Consortium Symposium at Head Start's Fifth National Research Conference

Schweinhart, L. J., Oden, S., Jurkiewicz, T., Okoloko, V., & Markley, C. (2000, March). *Do teachers or parents assess Head Start children's social behavior better?* Paper presented at the annual meeting of American Educational Research Association, New Orleans, Louisiana.

Schweinhart, L. J., Oden, S. L., Okoloko, V., Epstein, A., & Markley, C. (2000, June). *Early results: Implementation of a Head Start effectiveness study using a random assignment experimental design*. Poster presented at Head Start's Fifth National Research Conference, Washington, DC.

## **University of North Carolina, Frank Porter Graham Child Development Center**

*Project Title:*

North Carolina Center for Research on Head Start Quality

*Grantee:*

University of North Carolina at Chapel Hill, Frank Porter Graham Child Development Center

*Project Funding Years:*

1995-2000

*Project Staff:*

Donna Bryant, Ellen Peisner-Feinberg, Beth Tanner, Brooke Holahan, Nora Dahners, Richard Addy, Shari Miller-Johnson

*Head Start Partners:*

Chapel Hill-Carrboro Head Start, Chapel Hill, NC  
Franklin-Vance-Warren Head Start, Henderson, NC  
Person County Head Start, Roxboro, NC  
WAGES Head Start, Goldsboro, NC  
Wake-Orange-Chatham Head Start, Raleigh, NC

*Contact Information:*

*Research and Content*

Donna Bryant

University of North Carolina at Chapel Hill

105 Smith Level Road, CB No. 8180

Chapel Hill, NC 27599

Phone: 919-966-4523

Email: [bryant@unc.edu](mailto:bryant@unc.edu)

Ellen Peisner-Feinberg

University of North Carolina at Chapel Hill

105 Smith Level Road, CB No. 8180

Chapel Hill, NC 27599

Phone: 919-962-7354

Email: [peisnerf@mail.fpg.unc.edu](mailto:peisnerf@mail.fpg.unc.edu)

*Project Abstract:*

The objective of the North Carolina Center for Research on Head Start Quality was to describe the complex relationships among quality measures and between program quality and child and family outcomes. The center's findings may contribute to the development of a set of effective and efficient measures and procedures that can be used by Head Start and other early childhood programs to meet and maintain high service delivery standards. Single- and cross-site studies were conducted in four representative Head Start programs by researchers from the University's Frank Porter Graham Child Development Center and the Department of Maternal and Child Health in the School of Public Health.

The research design for this project consisted of both qualitative and quantitative methodologies, including self- and other assessments, observations, interviews, focus groups, and surveys involving Head Start staff, parents, and children. Quality definition, quality interrelationship, built-in feasibility, and outcome studies were conducted. Various descriptive analyses and statistical models were utilized to: (1) study the reliability, validity, and distributions of selected variables; (2) determine interrelationships between quality variables; and (3) define the relationships between program quality and child and family outcomes. Dissemination of research findings included video and print training package products.

Preliminary results from the year one and two research determined the specific characteristics that all groups believe to be important for a good Head Start program, as well as those characteristics that particular groups deem more important than others. Additionally, quality measures for individual programs and child assessments were conducted on a pilot-study level in preparation for future studies.

*Sample:*

4 Programs  
61 Classrooms  
278 Children

*Measures:*

*Child*

Peabody Picture Vocabulary Test III (PPVT-III)  
Woodcock-Johnson Letter-Word Identification  
Woodcock-Johnson Applied Problems  
Early Phonemic Awareness Profile (Dickinson & Chaney)  
Emergent Literacy Profile (Dickinson & Chaney)  
Attitudes/Perceptions of Competence (Stipek)  
Teacher Ratings of Children  
Social Skills Rating System, including Problem Behaviors (Gresham & Elliot)  
Adaptive Language Inventory (Feagans & Farran)  
Student-Teacher Relationship Scale (Pianta)

*Parent Interview*

Family and Child Experiences Survey (FACES) Interview

*Staff Questionnaire*

Attitudes About Job  
Training Activities  
Beliefs About Teaching (Peisner-Feinberg & Bryant)  
Early Childhood Work Environment Survey (J. Bloom)  
Beliefs About Family Services  
Parent Involvement

Health Practices  
Demographics  
Parent Involvement  
Observations of Parent Education Meetings (Castro)  
Observations of Parents in Classrooms (Castro)  
Collection of Monthly Volunteer Data

*Health and Safety*

Playground Assessment Using Rating Scales Based on Consumer Product Safety  
Commission Guidelines (Kotch & Devine)  
Indoor Classroom Safety Assessment (Kotch & Devine)  
Goldsboro Follow-up Study  
Kindergarten Teacher Checklist (Maryland State Dept. Of Public Instruction)  
Social Skills Rating System (Gresham & Elliot)  
Student Teacher Relationship Scale-- Short Form (Pianta)  
Vineland Adaptive Behavior Scales (Sparrow, Balla, & Cicchetti)  
Demographic Characteristics of the Teacher

*Classroom Observations*

Early Childhood Environment Rating Scale-- Revised (Harms, Clifford, & Cryer)  
Interaction subscale of the Assessment Profile for Early Childhood Programs (Abbott-Shim & Sibley)  
Caregiver Interaction Scale (Arnett)  
Anti-Bias Environment Checklist (Peisner-Feinberg)  
Observation of Hygiene Practices (Kotch & Devine)  
Observation of Eating Activities (Harms & Peisner-Feinberg)  
Structural Characteristics of Classroom

*Publications:*

Burchinal, M.R., Campbell, F.A., Bryant, D.M., Wasik, B.H., & Ramey, C.T. (1997). Early intervention and mediating processes in cognitive performance of children of low-income African-American families. *Child Development, 68*, 935-954.

*Presentations:*

Bryant, D., & Peisner-Feinberg, E., (2000, July). Head Start quality and child outcomes: Processes and predictors. Poster symposium presented at Head Start's Fifth National Research Conference, Washington, DC.

Bryant, D., & Thigpen, E. (1996, June). *Program/researcher collaboration in the Head Start Quality Research Consortium*. Presentation at the Head Start National Research Conference, Washington, DC.

Castro, D. (1999, February). *Involving diverse families in their children's early childhood programs*. Workshop for childcare providers sponsored by the Orange County Partnership for Young Children, North Carolina.

Castro, D. (1999, March). *Diversity and parental involvement*. Panel discussion of educators at symposium co-sponsored by UNC- School of Education and Chapel Hill-Carrboro City Schools.

Dickinson, D. K., Bryant, D., Peisner-Feinberg, E. S., & Lambert, R. G. (1999, April). *Phonemic awareness in Head Start children: Relationship to language and literacy and parenting variables*. Poster presented at the biennial meeting of the Society for Research in Child Development, Albuquerque, NM.

Harms, T. (1997, March). *Creating responsive environments and programs for infants, toddlers, and families*. Keynote address and workshop, Region IV Infant Toddler Institute, Orlando, FL.

Bryant, D., Peisner-Feinberg, E., & Miller-Johnson, S. (2000, July). *Head Start parents' roles in the educational lives of their children*. Paper submitted to Head Start's Fifth National Research Conference.

Castro, D., Bryant, D., & Peisner-Feinberg, E. (2000, July) *Parent involvement in Head Start classrooms: Findings from an observational study*. Poster session submitted to Head Start's Fifth National Research Conference.

Harms, T. (1998, July). *The Revised Early Childhood Environment Rating Scale*. Poster session at the Head Start Fourth National Research Conference, Washington, DC.

Harms, T. (1998, November). *Active learning: Introducing academics to 4s and kindergartners in the context of experiential learning*. Presented at NAEYC Annual Conference, Toronto, CA.

Jarvis, V., Peisner-Feinberg, E., Ponciano, L., & Howes, C. (1999, April). *Measuring anti-bias curriculum*. In Clifford, R. M. (Chair), *Perspectives on quality in early childhood settings: Findings from the National Center for Early Development and Learning*. Symposium presented at the annual meeting of the American Educational Research Association, Montreal, Canada.

Peisner-Feinberg, E. S. (1997, May). *The North Carolina Head Start Quality Research Center*. In *ACYF Focus on Quality*, a plenary session presented at the National Head Start Association Annual Training Conference, Boston, MA.

Peisner-Feinberg, E. S., & Bryant, D. B. (1998, April). *Patterns of quality in early childhood settings: From diversity to developmental appropriateness*.

In R. Lambert (Chair), Assessing the quality of Head Start programs: The Quality Research Consortium. Symposium conducted at the annual meeting of the American Educational Research Association, Chicago, IL.

Peisner-Feinberg, E.S., & Bryant, D.B. (1998, July). *Patterns of quality in Head Start: From diversity to developmental appropriateness*. In M.R. Hopmann & R. Lambert (Co-chairs), Quality is the key to effectiveness: The Head Start Quality Research Center Consortium. Symposium conducted at the Head Start Fourth National Research Conference, Washington, DC.