

Research Center to Support Secondary Analyses of Head Start Impact Study Data, Grantees 2011-2013

Principal Investigator:
Pamela Morris

Co-Principal Investigators:
Howard Bloom, MDRC
Hirokazu Yoshikawa, Harvard University

Project Title: Moderators, Mechanisms, Methods, and Measurement in the Head Start Impact Study: Informing Head Start of the Future.

University affiliation:
New York University (NYU)

Project Funding Years:
2011-2013

Abstract:

New York University will create a center to conduct secondary analysis of data from the Head Start Impact Study (HSIS). These analyses will extend HSIS findings to address how features of Head Start centers are associated with variation in program impacts on key child outcomes of cognitive functioning, social-emotional skills, and health status. The proposed study will inform Head Start in three ways: how workforce characteristics and organizational structures of centers and grantees might explain variation in center-level impacts of Head Start, the impact of investment and implementation in different features of Head Start, and finally, program features particularly relevant to dual-language learners and children from immigrant families.

Sample:
Head Start Impact Study dataset

Measures:
Child Outcomes

- Peabody Picture Vocabulary Test-3rd edition
- The Preschool Comprehensive Test of Phonological and Print Processing
- The McCarthy Scales of Children's Ability, Draw-A-Design Task
- Color Names

- Letter Naming
- 6 subtests of the Woodcock-Johnson III test of Achievement
- Counting bears (HS year only)
- 4 subtests of the Woodcock-Johnson III for math constructs
- Teacher reports (academic skills/accomplishments; classroom behavior/adjustment)
- Parent reports (emergent literacy skills; social skills/approaches to learning; health status)

Child and Family Characteristics

- Demographic characteristics such as gender, race/ethnicity, risk, poverty

Early Education and Care Settings

- Parent reports of type and stability of settings
- Director reports of structural features (e.g., full day/ part day; teacher qualifications; curriculum)
- Observer ratings (e.g., ECERS, FDCRS, Arnett)
- Teacher reports on math and literacy
- Elementary school data such as teacher background, experience, and classroom characteristics