

effective Head Start practices related to alphabet identification skills and letter sound knowledge.

Sample:

72 Head Start Children
5 Head Start Teachers

Measures:

Child Outcome Measures

- Letter Identification Subtest, Observation Survey of Early Literacy Achievement

Jisu Han

Project Title:

Dosage Effects on Language, Literacy, and General Development for Children Enrolled in Multiple Intervention Programs: Head Start, Pre-Kindergarten, and Early Reading First

Mentor:

Stacey Neuharth-Pritchett

Project Funding Years:

2011-2013

University Affiliation:

University of Georgia

Project Abstract:

The purpose of this study is to examine dosage effects of early intervention programs on preschool children's language, literacy, and general development. Children will be assigned to one of three groups: (1) pre-kindergarten only, (2) pre-kindergarten and Early Reading First, or (3) pre-kindergarten, Head Start, and Early Reading First. Specifically the project seeks to determine: (1) whether children receiving multiple intervention services demonstrate greater gains in language and literacy outcomes than children participating in fewer programs, (2) whether children receiving multiple intervention services demonstrate greater gains in global developmental outcomes, and (3) how characteristics and quality of early intervention play a role in producing benefits. Results are expected to disentangle how multiple programs play a role in children's development and inform development of intervention services that could ultimately support individual children's language, literacy, and general development. The study

will also inform policymakers and program administrators regarding the appropriate level of dosage required for effective intervention efforts.

Sample:

3,000 four-year-old children from Pre-Kindergarten and Head Start programs

Measures:

Child Measures

- Peabody Picture Vocabulary Test-III, IV (PPVT-III, IV)
- Phonological Awareness Literacy Screening for Preschool (PALS-PreK)
- Get it Got it Go (GGG)
- Developmental Profile-3 (DP-3)

Classroom Measures

- Classroom Assessment Scoring System (CLASS)

Grace Hubel

Project Title:

Identifying Risk for and Preventing Child Maltreatment in Early Head Start Families

Mentor:

David Hansen

Project Funding Years:

2011-2013

University Affiliation:

University of Nebraska-Lincoln

Project Abstract:

The proposed study will examine how families' participation in Early Head Start can lead to reduced likelihood of child maltreatment and the reduction of associated risk factors. Specifically the study will address current gaps in literature on early intervention and prevention of child abuse and neglect by (1) examining how participation in four Early Head Start components is related to the reduction of risk factors associated with child maltreatment, the prevention of child maltreatment, and reduction of problems that lead to out-of-home placement after maltreatment has occurred; (2) examining the relationship between presence of risk and court-substantiated maltreatment;