

Head Start Child Outcomes Research Support Consortium (CORS), Research Partners

Bradley Hospital

Project Title:

Enhanced HS MAP Intervention: Linking Program Evaluation and Child Outcomes

Principal Investigator:

Susan Dickstein, Ph.D., Alison L. Miller, and Ronald Seifer

Project Funding Years:

2002-2007

Head Start Partners:

East Bay Community Action Program, Newport, RI

Contact Information:

Bradley Hospital

1011 Veterans Memorial Parkway

East Providence, RI 02915

Phone: (401) 793-8731, Fax: (401) 793-8799

Email: susan_dickstein@brown.edu

Project Abstract:

Emma P. Bradley Hospital is conducting research to demonstrate the effectiveness of embedding a program evaluation system within the fabric of the Head Start program to maximize service delivery systems and improve child and family outcomes. More specifically, the Head Start Manualized Assessment of Progress: Birth to Five (HS MAP: 0-5) is a program evaluation system designed to monitor child and family progress over time. Teachers use the HS MAP:0-5 to monitor children's progress in 8 specific domains of development (according to the HS Child Outcomes Framework including language, literacy, mathematics, science, creative arts, social-emotional development, approaches to learning, and physical development). Family Advocates use the HS MAP:0-5 to monitor family's progress in 3 general areas including Parent Self-Reliance (e.g., income, employment, food, housing, clothing, utilities, insurance, transportation, credit, child care, and education); Parent Promotion of Child Development (e.g., parenting skill; violence prevention, adult relationships, parent-child relationships,

neighborhood and home safety, parent involvement in the program, and community needs); and Health, Nutrition, and Mental Health.

Results and Implications

- Based on HS MAP: 0-5 findings, Head Start children made substantial (statistically significant) progress on all developmental goal domains from the Fall to the Spring. This adds to the scientific literature suggesting that Head Start is an effective preventive intervention program for high-risk children developing in poverty contexts.
- Ratings of child development using the HS MAP:0-5 system were significantly correlated with scores obtained using standardized assessments of child development. This provides initial evidence that the HS MAP:0-5 is a valid system of child assessment. When teachers are provided with support, training, and a rating system that is embedded in everyday classroom activity, their assessment of children's functional developmental abilities in the classroom are consistent with standardized assessment.
- Based on HS MAP: 0-5 findings, Head Start families made substantial (statistically significant) progress on target areas of need. The HS MAP:0-5 system helped to guide Head Start Social Service staff to engage with families on meaningful activities, resulting in substantial family progress in these areas.

Next Steps

Continued research is required to further validate the system, and to assess associations among system components. An important next step is to broaden the availability and usability of the HS MAP:0-5 by developing and disseminating web-based applications.

Sample:

N=1 Head Start program, 23 Head Start classrooms, 400 Head Start children

Measures:

Child Standardized Assessment

Developmental Indicators for the Assessment of Learning, Third Edition (DIAL-3)

Bracken Basic Concept Scale-Revised (BBCS-R)

Preschool Emotion Knowledge and Understanding Interview

Child Psychological Impairment Rating Scale (Child PIRS)

Teacher and/or Parent Report

Preschool Learning Behaviors Scale (Teacher)

Child Behavior Checklist for ages 1½ - 5 (Parent and Teacher)

HS MAP Developmental Goal Levels (Teacher)

Individualization of Child Programming

HS MAP Progress Notes

HS MAP Goal Sheets

Classroom

Classroom Psychological Impairment Rating Scale (Classroom PIRS)

Early Childhood Environment Rating Scale-Revised (ECERS-R)

Student-Teacher Relationship Scale (STRS; Teacher report)

Number of Parent-Teacher Conferences/Year

John Hopkins University

Project Title:

Implementation and Evaluation of a Collaborative Language and Literacy Training and Assessment Program for Head Start

Principal Investigator:

Barbara A. Wasik, Ph.D.

Project Funding Years:

2002-2006

Head Start Partners:

Baltimore City Head Start, Baltimore, MD

Contact Information:

Johns Hopkins University

CSOS, 3003 N. Charles Street

Baltimore, MD 21218

Phone: (410) 516-8815, Fax: (410) 516-8890

Email: bwasik@csos.jhu.edu

Project Abstract:

The Johns Hopkins Language and Literacy Project (JHLLP) is a comprehensive professional development program and curriculum designed to train Head Start teachers in strategies that promote language and literacy development in young children. The project includes intensive, ongoing teacher coaching, 25 theme-based modules, and books and literacy activities related to themes. The training focuses on five components: oral language development, book reading, alphabet knowledge, phonological awareness,