

beginning and end of the preschool year. Each spring, academic achievement and social assessments information, as well as school referral and placement information will be collected. To investigate the effects of institutional, personnel, and cultural variables on the implementation of the curriculum and effects for children, a cross-site case study analysis will be conducted. In addition, a comparison of costs of the CSS curriculum implementation relative to the standard curriculum in the preschool programs will be conducted.

Pennsylvania State University

Project Title:

Head Start REDI (Research-based, Developmentally Informed)

Principal Investigator:

Karen Bierman

Project Funding Years:

2003-2008

Project Abstract:

This project consists of the implementation and evaluation of a developmentally based intervention program integrated into existing Head Start programs in order to promote the school readiness of socioeconomically disadvantaged children. Forty Head Start classrooms will be randomly assigned to the enriched intervention Head Start (Head Start REDI - Research-based Developmentally Informed) or to "usual practice" Head Start. Using a longitudinal study design, a sample of 320 children will be assessed annually over a four-year period (pre-test at age 3; post-test at age 4; follow-up assessments at age 5 and age 6, at the end of kindergarten and first-grade, respectively). The developmental trajectories and early elementary school adjustment of 160 children attending 20 Head Start-REDI classrooms will be compared to those of 160 children attending 20 "usual practice" Head Start classrooms. The enrichment intervention will utilize brief lessons, "hands on" extension activities, and specific teaching strategies linked empirically with the promotion of: 1) language development and emergent literacy skills, and 2) social-emotional competencies. Take-home materials will be provided to parents to enhance support for skill development at home and to foster parent-teacher involvement. Assessments of child outcomes will include multi-method, multi-informant measures of child social-emotional competencies, oral language skills, emergent literacy skills, cognitive abilities, and behavior problems. Teaching processes will be measured to assess program fidelity

and relation to child outcomes. Analyses will assess: 1) the impact of intervention on child skill development and later school adjustment and achievement, 2) the relation between teaching practices (intervention fidelity and general teaching strategies) and child skill development and school adjustment, 3) the potential moderation of intervention effects by child characteristics, 4) the potential mediation of school adjustment by preschool gains in child language/literacy skills and social-emotional competencies, and 5) the use and impact of parent take-home materials. In addition, the proposed project will include activities designed to promote the sustainability and dissemination of the intervention.

University of California, Los Angeles

Project Title:

Exploring Los Angeles County Early Learning Settings

Principal Investigator:

Carollee Howes

Project Funding Years:

2003-2008

Project Abstract:

This longitudinal study documents the experiences of 3-to 5-year-old children from low-income families in Los Angeles County, CA, in three types of integrative early childhood intervention settings, and assesses the impacts of these interventions on children's early learning in cognitive, language, and social-emotional domains. The study examines specific instructional practices and philosophies, emotional climate, global quality, and caregiver-child relationships in these intervention settings for children at-risk for school difficulties due to low-income and/or English-language-learner status. The three types of intervention settings are publicly-funded center-based programs (such as Head Start and school district early education programs), private non-profit preschools, and family day care networks, all selected because of their focus on serving low-income families, and their focus on improving children's cognitive and social development. Individual children in these three settings, and in a comparison group sampled from waitlists for these services, were observed in their intervention settings and assessed individually to track their development over time in cognitive, language, and social-emotional domains. Analyses will compare development over time for children in intervention and comparison groups, as well as assessing the specific impacts of different instructional practices and intervention features within and across intervention settings. In addition, a cost analysis was