

# Secondary Analysis of Head Start Data, Grantees

**Catherine C. Ayoub**

*Project Title:*

Longitudinal Mechanisms of Early Head Start Program Impact: High Risk Parenting and Child Self Regulation and Language Development to Pre-Kindergarten

*Project Funding Years:*

2007-2009

*Affiliation:*

Massachusetts General Hospital  
Department of Psychiatry

*Abstract:*

Massachusetts General Hospital will identify specific program characteristics and family/maternal risk factors that affect the variation in impacts of Early Head Start (EHS) on children's social-emotional and language development, and whether impacts are in part mediated through changes in maternal-child interaction. The National Early Head Start dataset (n=3,001) will be used to address longitudinal change questions and a local sample (n=146) will be used to address more in depth questions using the additional risk, program characteristics, and child outcomes variables. Results of the study are expected to inform EHS service design on how to best address the effects of family risks on children's language and social-emotional development.

*Sample:*

National Early Head Start dataset (n=3,001)  
Vermont Sample (146 children and their families)

*National Sample Measures:*

*Child Outcomes*

MacArthur Communicative Development Inventory (CDI)  
Peabody Picture Vocabulary Test-III (PPVT)  
Bayley Behavior Rating Scale (BBRS)  
Child Behavior Checklist (CBCL)

*Parent/Maternal Risks*

Center for Epidemiologic Studies-Depression scale (CES-D)  
Parent Distress & Parent-Child Dysfunctional Interaction (PSI-Short)

*Parent-Child Interaction*

Maternal sensitivity

Maternal stimulation  
Maternal intrusiveness

## **Robert Bradley**

*Project Title:*

Second Looks: Examining the Impact of Early Head Start

*Project Funding Years:*

2007-2009

*Affiliation:*

University of Arkansas at Little Rock

*Abstract:*

The University of Arkansas at Little Rock will use data from the Early Head Start (EHS) National Evaluation Study to examine a variety of personal, familial, and contextual factors that may moderate program impacts on children. Specifically, the study will examine who benefits from early education, what factors help determine who benefits, and what mechanisms account for the impacts observed. Focus will also be on moderators of program impacts because they provide insights into the processes responsible for change. It is expected that results of the study will add to existing knowledge about the impacts of early education for infants and toddlers.

*Sample:*

EHSRE dataset

*Measures:*

*Child Level*

Bayley Mental Development Index (MDI)

Woodcock-Johnson- III

The Peabody Picture Vocabulary Test-III (PPVT-III)

Bayley Behavior Rating Scale

Leiter-Revised

Child Behavior Checklist-Aggressive

Behavior

## **Rebecca Bulotsky-Shearer, Xiaoli Wen, Jon Korfmacher**

*Project Title:*

A Multidimensional Examination of Early Childhood Program Quality:  
Combining Classroom Process Quality and Parent Involvement to Understand