

capital. Study results are intended to be generalizable to Head Start programs and families across the Nation.

*Sample:*

2000 FACES cohort

*Measures:*

*Parents*

Demographic and Psychological Characteristics

Experience with Head Start

Involvement in Head Start Activities

Barriers to Involvement

Social Capital

*Community*

Exposure to Violence in the Community or Home

*Head Start Programs/Classrooms/Teachers*

Program Characteristics

Services Provided to Parents and Families

Classroom Quality

Lead Teacher Background and Qualifications

## **Christine M. McWayne**

*Project Title:*

An Integrated Variable- and Person-Oriented Investigation of School Readiness Among a Nationally Representative Sample of Head Start Children

*Project Funding Years:*

2008-2010

*Affiliation:*

New York University

*Abstract:*

New York University will use data from the Head Start Family and Child Experiences Survey (FACES 2000 dataset) to examine children's patterns of school readiness and potential moderators of readiness in relation to end of kindergarten outcomes. The use of both variable-oriented and person-oriented analyses will yield information on children who manifest specific patterns of pre-academic competencies. These analyses will also help target intervention or curricular strategies for subgroups of children that can inform both individual and systems level change. It is expected that results of the study will provide the empirical support for whole-child theoretical

assertions, as well as evidence for insertion into key practice and policy discussions.

*Sample*

FACES 2000 dataset

*Measures:*

*Child Level*

Arne H Caregiver Interaction Scale

Early Childhood Environment Rating Scale-Revised

## **Alison L. Miller**

*Project Title:*

Child-, Family-, and Classroom-Level Effects on School Readiness Trajectories

*Project Funding Years:*

2007-2009

*University Affiliation:*

University of Michigan School of Public Health

Department of Health Behavior and Health Education

*Abstract:*

The University of Michigan will use data from the Head Start Family and Child Experiences Survey (FACES) to examine whether and how child-, family-, and classroom-level characteristics may affect child school readiness trajectories. Specifically, the study will model growth in school readiness over time, and examine the role of risk and protective factors at each ecological level on these growth trajectories. The study will examine two sets of hypotheses: (1) that children's academic skills will increase from Head Start to first grade, and that initial level and rate of growth in skills will relate to child-, and family-, and classroom-level factors during the first year of Head Start such that children with more risk factors at each level will show lower initial levels and slower rates of growth, but that protective factors at each level will interact with risk factors to attenuate risk effects; and (2) that an increase in children's behavior problems over time will be associated with a decline in early academic skills, whereas increases in oral language and social skills will be associated with increases in early academic skills; and that family- and classroom-level protective factors will moderate these longitudinal associations. It is expected that results of the study will provide Head Start teachers and program administrators at the National and local levels with practical feedback about how to best individualize classroom