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

practices and family outreach efforts in order to maximize growth and foster positive school readiness outcomes for Head Start children.

Sample:
FACES Data

Measures:
Child Level
FACES Behavior Problems Index (adapted from the Child Behavior Checklist and the Personal Maturity Scale)
Peabody Picture Vocabulary Test-III (PPVT-III)
Social Skills/Cooperative Classroom Behavior battery (based on the Social Skills Rating System and the Personal Maturity Scale)
Woodcock-Johnson Psychoeducational Battery-Revised (WJ-R)

Family Level
Parent Interview
Neighborhood Violence Exposure measure
Center for Epidemiology Studies Depression Scale (CESD)
Family Support Scale (FSS)
Pearlin Mastery Scale
Parent Involvement measure

Teacher/Classroom Level
Teacher Interview
Early Childhood Environment Rating Scale (ECERS)
Assessment Profile
Arnett Caregiver Interaction Scale

Lori Roggman

Project Title:
Parents, Parenting, and Child Outcomes: What Works Best for Whom?

Funding Years:
2007-2009

Affiliation:
Early Intervention Research Institute
Utah State University

Abstract:
Utah State University will study parenting behavior over time and its relation to child outcomes and community service impacts. In addition to using the Early Head Start Research and Evaluation (EHSRE) Project dataset, EHSRE archived videotaped parent-child observations will be used to examine