

developmental factors predict later reading comprehension? Participants will include 120 second grade children from low-income families, who previously took part in the national Early Head Start study. Developmental data from the children at 10, 14, 18, 24, 36 months and in kindergarten will be used to investigate the impact of early environmental supports, and other cognitive and social factors on later reading comprehension. By incorporating longitudinal data with more recent data from standardized measures, interviews, and self-reports, researchers hope to provide a better understanding of the factors that influence literacy development from infancy through second grade.

Sample:

N=120 Second-Grade Children

Measures:

Parent

The Head Start Family Information Survey (HSFIS)

Attachment Q-Set

Middle Childhood Home Observation for the Measurement of Environment (HOME)

Family Reading Survey

Parenting Stress Index Short Form (PSI/SF)

Family Crisis Orientated Personal Evaluation Scales (F-COPES)

Adult Attachment Style scale

Child

Bayley Scales of Infant Development

Sustained Attention/Staying on Task subscale (Leiter-Revised Sustained Attention Task)

Woodcock Johnson Revised (WJ-R)

Comprehensive Test of Phonological Processing (CTOPP)

Peabody Picture Vocabulary Test (PPVT)

Connor's Rating Scale-Revised (CRS-R)

Pictorial Scale of Perceived Competence and Acceptance

Lizanne DeStefano*

Project Title:

Evaluating School Readiness Outcomes in a Local Head Start: An Empowerment Approach

Grantee:

Lizanne DeStefano

Project Funding Years:
2003-2004

University Affiliation:
University of Illinois at Urbana-Champaign
Bureau of Educational Research

Project Abstract:

The University of Illinois will work with the Champaign County Head Start (CCHS) program of Illinois to evaluate school readiness outcomes in a manner that is responsive to the local program, its staff members, families, and children. The study will address two questions: (a) How can local Head Start programs use multiple measures to evaluate school readiness outcomes in a way that addresses both national and local evaluation needs, and (b) How can scientifically-based information be generated in a way that is useful for program improvement and empowers Head Start staff and participants? This fall the National Reporting System (NRS) will be implemented to measure school readiness outcomes related to literacy and numeracy. CCHS will use the results of these measures, as well as results from the Creative Curriculum Progress and Outcomes Reporting Tool (CC-PORT), to guide program improvement. CCHS will send two staff members to receive NRS training, who will then train additional staff. Approximately 125 children will be assessed with the NRS in the fall. After assessments are completed in the fall, focus groups will be conducted to identify aspects of the process that may need improvement, and how to interpret the results of the assessments. The CC-PORT will be validated using the same analyses as the NRS. Focus groups will be conducted with parents and teachers about their experiences with the CC-PORT. The use of both measures will help CCHS staff guide program improvement and expand its transition programming.

Sample:
N=125 Head Start children

Measures:
Child
Creative Curriculum Progress and Outcomes Reporting Tool (CC-PORT)
National Reporting System (NRS)

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Project Title:
The Impact of Family Involvement on Head Start Children's School Readiness