

*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)

**Iheoma U. Iruke\*\***

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

*Grantee:*

Iheoma U. Iruke

*Project Funding Years:*

2003-2005

*Project Abstract:*

The purpose of this project is to better understand the effects of parental involvement and parental self-efficacy on Head Start children's approaches to learning and school readiness. The first goal is to develop a specific questionnaire that measures parents' involvement and their self-efficacy in enhancing their children's approaches to learning and other school readiness domains. This measure of parent's self-efficacy will capture global competencies, in addition to specific competencies relating to approaches to learning and children's school readiness. The second goal is to determine the impact of parental self-efficacy on parents' involvement. The third goal is to test a path model which will focus on parental involvement and self-efficacy and how each component relates to children's outcomes of school readiness, and specifically approaches to learning and broad school readiness areas. This project will use the partnership model, which gives a "voice" to participating Head Start centers and parents and enables them to be active leaders as opposed to passive participant in the project. In addition to data gathered from parents, we will also collect data on children through a multi-method and multi-informant approach, including direct assessments of children and teacher reports of children's behaviors.

**Lisa Knoche\*\***

*Project Title:*

Learning Outcomes for Head Start Children: Child Care Quality and Social Knowledge

*Grantee:*

Lisa Knoche

*Project Funding Years:*

2003-2005

*University Affiliation:*

University of Nebraska-Lincoln  
Department of Psychology

*Project Abstract:*

The University of Nebraska-Lincoln, partnering with Lincoln Action Program and Lincoln Public Schools, will study the relationship between child care