

*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

quality in Head Start classrooms, child social knowledge and competence, and child learning outcomes. The researcher intend to: (a) investigate the effect of child care quality on children's social knowledge, competence, and learning outcomes; (b) distinguish social knowledge from social competence; (c) examine how social knowledge and competence influence learning outcomes, and (d) determine if social knowledge mediates the relationship between child care quality and learning outcomes. Participants will include 72 English-speaking children from twelve Head Start classrooms. Lead teachers from each classroom will also be assessed. Observational data will be collected using the Early Childhood Environment Rating Scale-Revised and Caregiver Interaction Scale. Child assessments will include a Classroom Model Task, the Peabody Picture and Vocabulary Test, Third Edition, and Story and Print Concepts task. Teachers will complete an Asset Questionnaire, Teacher Beliefs and Practices Survey, Classroom Behavior Checklist, and Social Map. The researchers expect that results from the study will help inform Head Start teachers and administrators about strategies to improve the overall success of children in their care.

*Sample:*

N=72 Head Start Children

N=12 Head Teachers

*Measures:*

Classroom

Early Childhood Environment Rating Scale-Revised (ECERS-R)

Caregiver Interaction Scale

*Child*

Classroom Model Task

Peabody Picture and Vocabulary Test, Third Edition (PPVT-III)

Story and Print Concepts task

*Teacher*

Asset Questionnaire

Teacher Beliefs and Practices survey

Classroom Behavior Checklist (CBI)

Social Map

**Katie Sellers\*\***

*Project Title:*

Measuring Shared Kinship Caregiving

*Grantee:*

Katie Sellers