

Frank Porter Graham
Child Development Institute
ANNUAL REPORT 2011–2012



UNC
FRANK PORTER GRAHAM
CHILD DEVELOPMENT INSTITUTE

Letter from the Director

Dear Colleagues,

With this annual report, we communicate the activities and events that have happened at the Frank Porter Graham Child Development Institute at the University of North Carolina at Chapel Hill over the past year (FY 2012). We also give a preview of the projects, activities, and events that are unfolding currently and in future months. You will see that despite the downturn in the economy, FPG Investigators, Faculty Fellows, and staff have remained productive. In the past year, we had the highest level of research expenditures in our history, which is one measure of productivity. Our Investigators have continued as national and international leaders in child development, early childhood education, special education, professional development, technical assistance, and implementation science. And importantly, these activities all fit within FPG's mission to *advance knowledge and enhance lives*, which is the motto we follow. We invite you to read through the document, and if you see an intriguing activity, project, or publication, let us know. We would be glad to share more information. Also, we invite you to visit our website (www.fpg.unc.edu) to learn more about FPG projects, resources, and staff.



Best regards,

A handwritten signature in black ink that reads "Samuel L. Odom". The signature is written in a cursive, flowing style.

Samuel L. Odom, PhD

Director, Frank Porter Graham Child Development Institute

FPG AT A GLANCE

2011-2012 ANNUAL EXPENDITURES

\$32,410,719

SOURCES OF FUNDS

57% Federal Grants
8% State Grants
21% Private Grants
5% State & University Appropriations
9% Fees, Sales, Royalties, Other

CURRENT PROJECTS

82

CURRENT PERSONNEL

68 Investigators
225 Staff
39 Postdocs, Graduate Assistants, & Students

COLLABORATORS AT UNC-CHAPEL HILL

Carolina Center for Genome Sciences
Carolina Institute for
Developmental Disabilities
Center for Developmental Science
College of Arts & Sciences
Dept of Linguistics
Dept of Psychology
Dept of Public Policy
Gillings School of Global Public Health
Dept of Maternal and Child Health
School of Dentistry
School of Education
School of Medicine
Dept of Allied Health Sciences
Division of Speech and Hearing Sciences
Dept of Pediatrics
Dept of Psychiatry
School of Nursing
School of Social Work

Introduction

The Frank Porter Graham Child Development Institute (FPG) was founded in 1966 by a small group of scientists who had a vision—to conduct research and provide technical assistance that would make a difference in children's lives, support families, and inform public policy. Since its inception FPG has recognized that every child deserves a safe, healthy, and stimulating childhood, and our work has been dedicated to making this experience a reality for all children. For over 45 years, FPG research, outreach, technical assistance, and service have shaped how the nation cares for and educates young children.

This report offers a look back at the past fiscal year (July 1, 2011 to June 30, 2012) and a glimpse of our future. It is a testament to our founding vision and a challenge to us for continuing our efforts to improve the lives of young children and their families within our state, across the nation, and around the world.

Frank Porter Graham Child Development Institute

Advancing knowledge. Enhancing lives.



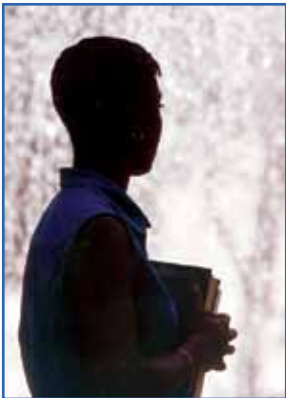


Our Roots

FPG's reputation as one of the premier early childhood research institutes in the world has its roots in our longest running research study—the Abecedarian Project. Begun in the early 1970s with a sample of at-risk infants and their families, some of whom received an early educational intervention and some of whom did not, this project has generated a comprehensive and rare set of longitudinal data.

Senior Scientist Frances Campbell and, more recently, Scientist Liz Pungello have followed the participants across this 40-year time span. The latest data from the year 30 follow up were published in the journal *Development Psychology* earlier this year, and the findings add to the weight of evidence supporting the benefits of early educational intervention. At age 30, the study participants had significantly more years of education than peers who were part of a control group; were four times more likely to have earned college degrees; were more likely to have been consistently employed; were less likely to have used public assistance; and showed a tendency to delay parenthood by almost two years.

Other countries have been interested in replicating the Abecedarian Project's success. To that end, Senior Scientist Emeritus Joe Sparling was invited by the state government in Victoria and the University of Melbourne to help implement the Abecedarian Approach within Victoria's early care and education system. During his three and a half months in Australia, Sparling provided a series of professional development sessions for Aboriginal child care staff leaders, consulted with outreach professionals who work in 20 remote towns in Australia's Northern Territory, and delivered a keynote address at the kickoff of the Northern Territory Early Childhood 10 Year Plan. Sparling has also worked in Canada in partnership with Healthy Child Manitoba and Red River College to establish the Abecedarian Approach in the Lord Selkirk Park Child Care Center. The center will include randomized admission and measurement of child and family outcomes.



Our Commitment to North Carolina

Many of FPG's current projects support early care and education in North Carolina. A few of these projects are highlighted below. Additional information about FPG's reach within North Carolina is available on our website at www.fpg.unc.edu.

FPG Assists NC in Getting \$70M for Early Learning. Data from the Abecedarian Project have shaped early childhood policy decisions in the U.S. and abroad, resulting in increased public investments in programs for young children, especially those at risk for school failure. A concrete example is the federal Race to the Top-Early Learning Challenge (RTT-ELC), in which funds were made available to states through a competitive grant process to strengthen early childhood systems, focusing particularly on improving outcomes for young children with high needs. Of the 37 states and territories that applied for funding in 2011, North Carolina's application was ranked #1—and earned the state nearly \$70 million. Senior Scientist Kelly Maxwell was the lead grant writer for the NC team. In a letter to Director Sam Odom expressing gratitude for FPG's assistance with the Early Learning Challenge grant, North Carolina Governor Beverly Perdue stated, "For all of the ways FPG works to foster a stronger early childhood system for North Carolina—and, thereby, a stronger North Carolina—I am most grateful." Moving forward, FPG will continue to provide support for and share expertise with the Early Childhood Advisory Council, the lead entity for the North Carolina Early Learning Challenge grant.

FPG Evaluation Efforts Benefit NC Children. Evaluation data from the North Carolina state-funded pre-kindergarten program contributed to a July 2011 judicial decision that spoke to the pivotal role early education plays in providing a sound basic education for at-risk children. Evaluation data were cited again when the state's current pre-kindergarten program created 2,000 additional slots for at-risk 4-year-olds. The evaluation of North Carolina's pre-kindergarten program led by Senior Scientist Ellen Peisner-Feinberg is in its twelfth year.

FPG Partnerships Strengthen Schools. Public investment in early childhood is significant and can yield lasting effects, with some children benefiting and excelling because of this public investment. However, public investment has been inadequate for many children, particularly children of color and those with few economic resources, and oftentimes fails to provide these students with opportunities for enrichment and high-quality public education that translates into academic achievement. The opportunity gap and resulting achievement gap has persisted, only closing minimally over the past two decades. The successful transition to kindergarten and the early academic achievement of African-American and Latino males are pivotal to ensuring equitable achievement by all students. Over the past six years, the W.K. Kellogg Foundation has funded two projects at FPG to help with that effort: FirstSchool and Promoting Academic Success (PAS).

FirstSchool is a pre-kindergarten through third-grade initiative led by Senior Scientist Sharon Ritchie in conjunction with the School of Education at UNC-Chapel Hill designed to help schools,



districts, communities, states, and institutions of higher education move toward a seamless educational approach for children ages 3 to 8 with a particular focus on producing equitable outcomes for children most at risk. This past year, FirstSchool worked with four elementary schools in North Carolina and another four in Michigan to use classroom data to guide improvements in teaching practices. These school improvement efforts have garnered the attention of the White House. As a result of their successes in two states, FirstSchool leaders were invited to present their data-driven work to the President’s Senior Policy Advisors and other policy analysts from the U.S. Department of Education interested in learning how FirstSchool can support PreK–3 reform across the country.

Promoting Academic Success (PAS), led by Scientist Donna-Marie Winn and Research Fellow Marvin McKinney, takes a broader approach and has worked in four sites to bring together networks of schools, communities, and families to facilitate systems change to improve outcomes for 3- to 8-year-old African-American and Latino boys. This past year, the final two PAS sites have transitioned to identifying and assembling local resources to continue funding their work with young boys of color, garnering support from local school districts, state and federal funds, and volunteers. These school districts continue their work to enhance teachers’ awareness, sensitivity, and skills, to monitor disaggregated school and district data on boys’ academic progress, and to increase these young boys’ connections with adult males of color who promote academic achievement and social competence. Additionally, as a part of disseminating lessons learned and various products to the field, PAS has worked with leaders and teachers in Alabama, Michigan, and North Carolina.

FPG Supports Systems Change in Child Welfare. Scientist Allison Metz is completing a multi-year project in Catawba County, North Carolina, that provides intensive, implementation-focused technical assistance to promote the scaling-up of evidence-based practices to improve outcomes for children in foster care and to conduct a program evaluation assessing implementation fidelity and outcomes. A series of implementation briefs published in collaboration with Child Trends shares lessons learned from this local experience.

Our Focus on Children at Risk for Disabilities

Historically, one of FPG's strengths has been its focus on children at risk for disabilities. For the last five years, FPG has been the administrative home for five different national technical assistance (TA) centers whose purpose is to support the development and education of children with disabilities through TA to states, professional development, and/or product development. The centers are: CONNECT: The Center to Mobilize Early Childhood Knowledge, National Early Childhood Technical Assistance Center, National Professional Development Center on Autism Spectrum Disorders, National Professional Development Center on Inclusion, and State Implementation and Scaling-up of Evidence-based Practices Center.

One project, led by Director and Senior Scientist Sam Odom and Scientist Ann Cox, is the National Professional Development Center on Autism Spectrum Disorders, a multi-university center that promotes the use of evidence-based practices (EBP) for teaching preschool through high-school aged students. New funding was awarded in 2011–2012 to extend the project to toddlers. The Toddler Initiative will develop new materials and modify existing materials and processes to support the use of evidence-based practices for young children (birth–3) and for their families, consistent with the philosophy of family-centered Part C services and supports. The work includes the opportunity to finalize the development of the *Autism Program Environment Rating Scale–Infant/Toddler*, a home-based program quality measure of early intervention services.

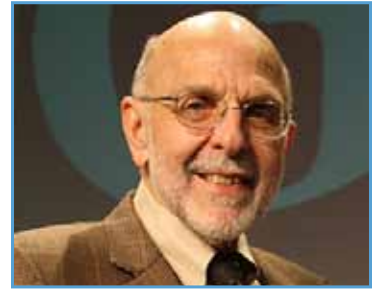
Many individual projects at FPG also address issues related to children with disabilities and their families. The Fragile X Newborn Screening Study is evaluating the consent process for voluntary newborn screening, studying the early development of children with fragile X syndrome and children who are fragile X carriers, and aiming to learn more about how families adapt to fragile X. The study is led by Senior Scientist Debra Skinner along with Don Bailey, former FPG Director, in a partnership between UNC-Chapel Hill and RTI International.

FPG continues to host the National Early Childhood Inclusion Institute, the nation's premier event for people from multiple sectors to come together to learn, share, and problem solve about inclusion for young children. Over 400 people from across the nation and around the world attended FPG's Twelfth National Early Childhood Inclusion Institute in May 2012. A keynote panel featuring the directors of three major federal education and health agencies (Office of Head Start, Office of Child Care, and Office of Special Education Programs) kicked off the institute. The 2013 Inclusion Institute will be held May 13-15, in Chapel Hill, North Carolina.





Blase



Fixsen

Our Mission to Bridge the Research to Practice Gap

FPG’s motto—*Advancing knowledge. Enhancing lives.*—reflects the centrality of applied research to FPG’s mission, yet the science of how to use knowledge to enhance lives is relatively new. FPG investigators leading the National Implementation Research Network (NIRN), including Senior Scientists and NIRN Co-Directors Dean Fixsen and Karen Blase, are in the forefront of those studying the processes required to effectively implement evidence-based programs on a

national scale. The current work of NIRN and their colleagues around the globe is creating fertile ground for rapid advancements in the science of implementation, organization change, and system reinvention across multiple human service sectors. As part of NIRN’s dissemination efforts, Fixsen co-chaired the inaugural Global Implementation

Conference (GIC) held in Washington, DC, from August 15-17, 2011. GIC brought together more than 750 scientists, policy makers, practitioners, and community and organizational leaders from around the world for an unprecedented focus on how evidence-based practices can be implemented effectively to improve outcomes for people and organizations.

The NIRN team works with federal, state, and local teams to support successful implementation across multiple fields including child welfare, education, and health, as well as early childhood and family support. As one example of their work, the State Implementation and Scaling-up of Evidence-based Practices (SISEP) Center helps states strengthen their capacity to carry out effective implementation and organizational change strategies to maximize the academic achievement and behavior outcomes of students statewide. In addition to working with North Carolina, SISEP has worked with Illinois, Michigan, Minnesota, Oregon, and Virginia during the past year.





Bryant



Winton



Buysse



Burchinal



Gillanders

FPG Leads the Way

FPG investigators and staff gave more than 200 keynote addresses and invited presentations during 2011 and 2012. We are actively involved as leaders within professional associations, advisory, editorial, and foundation boards, government task forces, and community organizations. Our service to the field and to our communities exemplifies our commitment to improving the lives of children and families. A few highlights of individual accomplishments and recognitions are listed below.

Senior Scientist **Donna Bryant** testified at a hearing of the U.S. Senate Subcommittee on Children and Families on September 8, 2011. The purpose of the subcommittee hearing was to discuss challenges and opportunities related to the Child Care and Development Block Grant with a particular focus on issues related to quality and safety.

Senior Scientist **Pam Winton** was selected to receive the 2011 ACCESS Shared Knowledge and Practices Award. The award recognized Winton's work on sharing professional development knowledge and practices with American Associate Degree Early Childhood Educators. The award presentation was held November 2, 2011, in Orlando, Florida.

The National Center on Learning Disabilities and their Response to Intervention (RTI) Action Network partners introduced a new RTI National Online Forum on November 17, 2011. Senior Scientist **Virginia Buysse** and three other nationally recognized experts in Response to Intervention (RTI) provided guidance for establishing multi-tiered systems of support for young children, an overview of the essential components of RTI, new instructional strategies, policy considerations, emerging approaches to measurement, and the supports needed for success.

Senior Scientist **Peg Burchinal** joined the William T. Grant Foundation Board of Trustees in March 2012. In a welcoming statement, the Foundation's President Robert C. Granger said, "We are ecstatic that Peg Burchinal will be joining our Board. She brings a wealth of methodological expertise that will enrich our discussions. I expect that Peg will contribute to our understanding of applied statistics and our evaluation of research proposals." The Foundation funds high-quality empirical research, with the ultimate aim of improving the lives of youth ages 8 to 25 in the United States.

Scientist **Cristina Gillanders** was elected to the National Association for the Education of Young Children (NAEYC) Governing Board. Her four-year term began in May 2012. Founded in 1926, NAEYC has nearly 80,000 members worldwide and is the largest professional organization for early care and education in the United States.



FPG Shares Knowledge

FPG investigators and staff disseminated more than 150 new publications and products in 2011 and early 2012. Our multidisciplinary work appeared in 58 different field journals, and many of our research and technical assistance projects produced reports and policy briefs for a broad audience. A few such resources are highlighted here. A complete list of resources produced in 2011–2012 is provided at the end of this report, and all of these resources are available on our website at www.fpg.unc.edu.

The **Center for Early Care and Education Research— Dual Language Learners (CECER-DLL)** produced a series of eight research briefs to advance the capacity of the research field to address the challenges associated with conducting valid, sound research with the DLL population as well as identifying under-examined issues in the study of young DLLs and their families.

CONNECT: The Center to Mobilize Early Childhood Knowledge released two new CONNECT modules—Module 6 on dialogic reading practices and Module 7 on tiered instruction. CONNECT modules are free, online resources that include high-quality videos, handouts, and activities based on real life, practice focused dilemmas. Over ¼ million people have used CONNECT modules to enhance their teaching and learning.

The **National Early Childhood Technical Assistance Center (NECTAC)** serves as the national resource for states on implementing the early childhood provisions of the Individuals with Disabilities Education Act (IDEA). NECTAC provides consultation, offers webinars, and produces many publications for states, including a compilation of resources on the Early Intervention Program for Infants and Toddlers with Disabilities (Part C) of the Individuals with Disabilities Education Act (IDEA).



The **National Professional Development Center on Autism Spectrum Disorders (NPDC)** is a multi-university center that promotes the use of evidence-based practices (EBP) for children and adolescents with autism spectrum disorders (ASD). NPDC developed a series of 24 EBP briefs and accompanying online modules that include step-by-step instructions for implementation with learners with ASD as well as information about the evidence base.

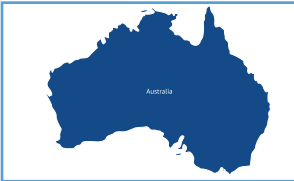
The **National Professional Development Center on Inclusion (NPDCI)** developed a series of state planning resources primarily focused on building cross-sector early childhood professional development to support the inclusion of young children with disabilities. These resources are particularly relevant for states that responded to the federal Race to the Top–Early Learning Challenge grant competition.

The **Women Be Healthy** project released a series of YouTube videos designed to teach women with intellectual and developmental disabilities about breast and cervical health screenings. The Women Be Healthy curriculum is currently being evaluated by researchers from Brandeis University and UNC-Chapel Hill.

FPG Reaches Out

During the past year FPG investigators and staff traveled the world sharing their knowledge and insight with colleagues at colleges and universities, policy makers within governments, and early childhood professionals in private enterprise. We also hosted numerous international visiting scholars in Chapel Hill, North Carolina, who are interested in collaborating on research and technical assistance projects that support child development and family well-being. These visiting scholars represented Australia, Bangladesh, Brazil, China, Greece, Portugal, Saudi Arabia, and Singapore. A few highlights of our international outreach efforts are described here.

Australia



Senior Scientist Peg Burchinal consulted with a research team at Melbourne University that is designing the evaluation of Australia's quality rating and improvement system (QRIS). This rating system is designed to provide parents with information about the quality of child care settings in Australia.

Canada



Scientist Michelle Duda is working with rehabilitation centers in three Canadian provinces to build their implementation capacity as they identify and utilize best practices in treating secondary complications for individuals with spinal cord injuries. This effort will help build a national and provincially-based approach for selecting evidence-based practices and for applying implementation science best practices to sustain these innovations.

China



Senior Scientist Emerita Mary Ruth Coleman provided a two-day training workshop for teachers from the Beijing Royal School as part of its plan to adapt U-STARS~PLUS for their kindergarten students, ages 3 to 5 years old. The U-STARS~PLUS program assists elementary school teachers in assessing students for high potential while using science and literature connections to develop skills in all students.

Kazakhstan



Investigator Shelley deFosset planned and conducted eight roundtables in Kazakhstan in response to the national goal that 70% of the students with disabilities will be included in the schools by 2020. The roundtables were designed to promote dialogue and debate regarding the benefits and challenges of including students with disabilities in classrooms. The participants included representatives from national and local ministries, school administrators and personnel, and university faculty.

Saudi Arabia



Director and Senior Scientist Sam Odom leads a project with the Autism Research Center of King Faisal Specialist Hospital and Research Center Riyadh to promote the use of evidence-based practices for learners with autism spectrum disorders and their families.

FPG Looks Forward

A few, recently funded grants are highlighted below, providing a glimpse into the kinds of work FPG will be doing in the coming years. A complete list of the 38 new grants awarded to FPG investigators in fiscal year 2012 are provided at the end of this report.

Director and Senior Scientist Sam Odom and Scientist Kara Hume have been awarded a five-year, \$10 million grant by the U.S. Department of Education, Institute of Education Sciences to create a new research and development center to help high school students with autism-related disorders. The new **Center on Secondary Education for Students with Autism Spectrum Disorders (CSESA)** aims to develop school- and community-based educational programs and interventions for high school students with autism spectrum disorders, or ASD. The center also will assess the effectiveness of these programs for students during high school and when they transition to other settings. CSESA will involve multiple research sites and collaboration with special education leaders at the M.I.N.D. Institute, Waisman Center, University of Texas at Austin, University of North Carolina at Charlotte, and Vanderbilt University as well as other colleagues at UNC-Chapel Hill.

The U. S. Department of Education, Office of Special Education Programs (OSEP) awarded the **National Early Childhood Technical Assistance Center (NECTAC)** a new \$21.7 million grant to continue their work to improve services and results for children with disabilities. NECTAC partners with states to provide a framework for high-quality, effective, and efficient early childhood and preschool technical assistance and intervention services for young children with disabilities and their families. FPG has hosted a national technical assistance center for over 40 years. The new award will provide funding for 5 additional years. NECTAC is directed by Scientist Lynne Kahn with support from Associate Directors Joan Danaher, Martha Diefendorf, Christina Kasprzak, and Betsy Ayankoya.

The U.S. Department of Education, Office of Special Education Programs (OSEP) also awarded FPG a new 5-year, \$5.5 million grant that will allow the work of the **State Implementation and Scaling-up of Evidence-based Practices (SISEP) Center** to continue. The work of this OSEP technical assistance center involves supporting education systems in the creation of implementation capacity for evidence-based practices benefiting students with disabilities. The SISEP Center provides states and districts with intensive technical assistance for establishing an effective and affordable infrastructure for implementation of education innovations, including tools and resources for planning, monitoring, and outcome assessment. The SISEP Center team includes Senior Scientists Dean Fixsen and Karen Blase along with Investigator Barbara Sims, Scientist Michelle Duda, and Investigator Will Aldridge.

In a final note regarding FPG's future, we regret to announce that our Child Care Center will permanently close in July 2013. FPG can no longer indefinitely subsidize the center's operations at the level needed to provide high-quality, inclusive early care and education. The Child Care Center has been an important part of FPG's history. For over 40 years, it helped raise several generations of North Carolina citizens. The Child Care Center has also supported nationally recognized research in early childhood education and the training of future child care teachers and therapists. We are proud of the role it has played in our community, particularly in serving young children with disabilities. The decision to close in no way reflects on the quality of the program or its importance in the community. Budget reductions have driven us to this decision. The Frank Porter Graham Child Development Institute is not closing, and we look forward to continuing to address important issues related to high-quality, inclusive early care and education.

2011–2012 New Awards

A Family-Genetic Study of Autism and Fragile X Syndrome

Sponsor: Northwestern University

Award Period: 5/1/12 to 4/30/13

Award Amount: \$160,302

Principal Investigator: Gary E. Martin

This project is an attempt to inform the role of FMR1 in autism symptomatology through the study of 1st degree relatives who are at increased genetic liability—relatives of individuals with autism and relatives of individuals with FXS, who are carriers of the FMR1 premutation.

A Study of Child Care Settings in Multiple Communities

Sponsor: Ounce of Prevention Fund

Award Period: 12/1/11 to 12/31/14

Award Amount: \$266,994

Principal Investigator: Noreen M. Yazejian

This project will conduct a randomized clinical trial in five Educare schools. It will include longitudinal follow-up of 250 infants and their families through age 3. Measures will include annual child developmental assessments, videotaped parent-child interaction observations, and parent interviews and surveys.

Build Local and Regional Capacity to Implement Evidence-Based Prevention Programs

Sponsor: Prevent Child Abuse North Carolina

Award Period: 8/1/11 to 12/31/11

Award Amount: \$5,008

Principal Investigator: Melissa Van Dyke

This project will promote the replication of evidence-based programs through an increased focus on local community/agency capacity building to achieve the greatest return on The Duke Endowment's philanthropic investment.

Building Implementation Capacity to Promote and Support Evidence-Based Home Visitation in North Carolina

Sponsor: North Carolina Division of Public Health

Award Period: 10/1/11 to 9/30/12

Award Amount: \$158,588

Principal Investigator: Melissa Van Dyke

This project will assist the state in further coordinating and growing its cadre of available home visitation resources to better meet the needs of the families of North Carolina.

Building Implementation Capacity to Promote and Support Evidence-Based Home Visitation in Washington

Sponsor: Thrive by Five Washington

Award Period: 2/1/12 to 1/31/13

Award Amount: \$95,198

Principal Investigator: Sandra F. Naom

Co-Principal Investigator: Melissa Van Dyke

The National Implementation Research Network will support Thrive by Five Washington in the development of their Implementation HUB for Evidence-Based Home Visitation.

Community Health Inclusion Index Project

Sponsor: University of Illinois at Chicago

Award Period: 8/22/11 to 8/21/12

Award Amount: \$7,500

Principal Investigator: Karen J. Luken

This project will provide communities with the ability to measure how well they support healthy, active living for all members of the community, including people with disabilities. The intent is to develop a valid and reliable instrument that can be used to measure healthy, active living resources at either the community level, or for the targeted settings that define a community.

Culturally and Linguistically Responsive Vocabulary Approach for Dual Language Learners

Sponsor: Administration on Children, Youth and Families

Award Period: 9/30/11 to 9/29/13

Award Amount: \$25,000

Principal Investigator: Dina C. Castro

This study will compare the gains and retention of English receptive vocabulary by preschool Spanish-speaking dual language learners (DLLs) after the implementation of a Culturally and Linguistically Responsive (CLR) shared reading intervention.

Delaware Part C Service Coordination Modules

Sponsor: Delaware Health and Social Services

Award Period: 1/15/12 to 9/30/12

Award Amount: \$49,999

Principal Investigator: Lynne Kahn

The purpose of this contract is to develop the first two of a series of on-line self study learning modules for Part C Service Coordinators. Each interactive module will contain content, activities, video clips as appropriate, resources, self reflection questions, and quizzes.

Development of a Computerized Assessment of Executive Function for Preschool-Aged Children

Sponsor: U.S. Department of Education

Award Period: 3/1/12 to 2/29/16

Award Amount: \$1,628,302

Principal Investigator: Michael T. Willoughby

The purpose of this project is to further develop and evaluate a computerized assessment of executive functioning for use with preschool-aged children.

Enhancing Communication for SANES

Sponsor: North Carolina Governor's Crime Commission

Award Period: 7/1/11 to 6/30/13

Award Amount: \$120,094

Principal Investigator: Karen J. Luken

This project will improve the forensic exam experience for sexual violence victims with intellectual and developmental disabilities (IDD) by developing, implementing, and evaluating an in-person and online training for communication adaptations to the sexual assault nurse examiner (SANE) standard protocol for use with victims with IDD.

Evaluation of Georgia's Pre-Kindergarten Professional Development Initiative

Sponsor: Georgia Department of Early Care and Learning

Award Period: 7/1/11 to 6/30/13

Award Amount: \$1,545,617

Principal Investigator: Kelly L. Maxwell

The primary purpose of this project is to evaluate the effects of three professional development strategies on improving the quality of Georgia's pre-kindergarten classrooms that are located in the school districts identified in Georgia's K-12 Race to the Top initiative.

Evaluation of Smart Start's Organizational Capacity Building Initiatives

Sponsor: North Carolina Partnership for Children

Award Period: 10/19/11 to 2/29/12

Award Amount: \$65,122

Principal Investigator: Iheoma U. Iruka

Co-Principal Investigator: Noreen M. Yazejian

FPG's evaluation of Smart Start's Organizational Capacity Building Initiatives will examine three initiatives: Leaders' Collaborative and Leading for Equity, Organizational Consultation, and Interactive Website.

Evaluation of the NC Pre-Kindergarten Program

Sponsor: North Carolina Division of Child Development

Award Period: 1/1/12 to 6/30/12

Award Amount: \$504,634

Principal Investigator: Ellen S. Peisner-Feinberg

This project is designed to provide a statewide evaluation of the NC Pre-kindergarten Program. The primary research questions addressed include who is served by the NC Pre-kindergarten Program, what are the characteristics and quality of services provided, and what are the outcomes for children attending the program. Data are gathered from multiple sources including classroom observations, teacher surveys, child assessments, and monthly program reports.

Evidence-Based Approaches to Building Quality for Young Learners Who Are Culturally, Linguistically, and Ability Diverse

Sponsor: Third Sector New England

Award Period: 12/1/11 to 12/31/12

Award Amount: \$38,192

Principal Investigator: Camille Catlett

Building on the success of the first QRIS National Learning Network—Learning Table, the project will use a similar process to support states in addressing cultural, linguistic, and ability diversity within the context of QRIS. Needs assessment data from the QRIS National Learning Network survey will inform the selection of states and the content of the series.

Georgia Licensing and Monitoring Study

Sponsor: Georgia Department of Early Care and Learning

Award Period: 4/19/12 to 4/30/13

Award Amount: \$167,665

Principal Investigator: Donna M. Bryant

Co-Principal Investigator: Kelly L. Maxwell

The purpose of this project is to evaluate the effectiveness and efficiency of Georgia's regulatory process for licensing center-based child care programs and family child care homes.

Georgia Pre-Kindergarten Evaluation

Sponsor: Georgia Department of Early Care and Learning

Award Period: 7/1/11 to 6/30/13

Award Amount: \$1,781,654

Principal Investigator: Ellen S. Peisner-Feinberg

Co-Principal Investigator: Kelly L. Maxwell

This project is designed to provide a statewide evaluation of Georgia's Pre-kindergarten Program, one of the few universal pre-kindergarten programs. The current evaluation includes a study of classroom quality and outcomes for children participating in the program during the pre-kindergarten year; a study of the effects of program participation at entry into kindergarten using a regression discontinuity design (RDD); and a statewide study of local variations in pre-k enrollment, selection, and waitlist processes.

Healthy Places North Carolina

Sponsor: Kate B. Reynolds Charitable Trust

Award Period: 6/1/12 to 5/31/13

Award Amount: \$137,500

Principal Investigator: Allison J. Metz

The Healthy Places North Carolina (HPNC) initiative is a 10-year project funded by the Kate B. Reynolds Charitable Trust to create the conditions for initial, sustainable, and dramatic improvements in the health of all the people who live in selected Tier 1 counties in North Carolina.

Human Capital Interventions Across Childhood and Adolescence

Sponsor: University of California, Irvine

Award Period: 9/24/11 to 5/31/13

Award Amount: \$42,423

Principal Investigator: Margaret R. Burchinal

The overall purpose of this research is to examine why human capital-oriented intervention programs and policies, directed at children in the preschool, middle childhood, and adolescent stages of development, have the effects, non-effects, and, in some cases, perverse effects that they do.

Kids Eat Smart Move More

Sponsor: North Carolina Division of Public Health

Award Period: 2/6/12 to 6/30/12

Award Amount: \$2,500

Principal Investigator: Kathleen C. Gallagher

Through Eat, Play, Move! the FPG Child Care Program will educate and engage teachers, children, and families in nutritional practices that support children's health and increase purposeful physical activity.

North Carolina Early Learning Challenge Support

Sponsor: Office of the North Carolina Governor

Award Period: 5/1/12 to 12/31/13

Award Amount: \$1,728,847

Principal Investigator: Kelly L. Maxwell

FPG will provide support and expertise to the Office of the Governor and the Early Childhood Advisory Council in successfully implementing the North Carolina Early Learning Challenge grant. FPG will support the overall management of the grant, provide leadership on the Transformation Zone activities and expertise about implementation science, and provide advice and assistance on the integrated data systems project.

North Carolina Office on Disability and Health (NCODH)

Sponsor: North Carolina Division of Public Health

Award Period: 4/1/12 to 6/30/12

Award Amount: \$57,921

Principal Investigator: Karen J. Luken

The mission of NCODH is to promote the health and wellness of children, youth, and adults with disabilities in North Carolina and to address health disparities experienced by persons with disabilities across the life span.

Organizational Strengthening & Capacity Building

Sponsor: North Carolina Partnership for Children

Award Period: 11/1/11 to 1/31/12

Award Amount: \$10,000

Principal Investigator: Melissa Van Dyke

Co-Principal Investigator: Sandra F. Naoom

The Down East Partnership for Children (DEPC) of Nash and Edgecombe Counties will work with the NIRN to review the literature related to program development, evaluation, and community outreach and then compare the findings from the literature with the practices at DEPC.

Process Evaluation of NC's Maternal, Infant & Early Childhood Home Visiting Program

Sponsor: North Carolina Division of Public Health

Award Period: 4/1/12 to 9/30/12

Award Amount: \$80,273

Principal Investigator: Noreen M. Yazejian

Co-Principal Investigator(s): Donna M. Bryant, Iheoma U. Iruka

The purpose of this project is to conduct a process evaluation of North Carolina's Maternal, Infant, and Early Childhood Home Visiting (MIECHV) Program that will examine service integration and coordination and collaboration among agencies serving families with young children in seven NC communities.

Promoting Early Communication Skills and Self-Regulation Among Poor Infants and Toddlers

Sponsor: National Institute of Child Health and Human Development

Award Period: 7/1/11 to 6/30/13

Award Amount: \$407,000

Principal Investigator: Elizabeth P. Pungello

Co-Principal Investigator: Samuel L. Odom

This study will develop and evaluate a set of activities for early childhood educators to use to promote the early communication and self-regulation skills of poor infants and toddlers.

Proposal to Promote Use of Evidence-Based Practices for Children and Youth With Autism Spectrum Disorders and Their Families

Sponsor: Autism Research Center of King Faisal Specialist Hospital and Research Center Riyadh

Award Period: 9/26/11 to 3/26/13

Award Amount: \$189,770

Principal Investigator: Samuel L. Odom

The project staff will work with professionals in Saudi Arabia to establish and promote the provision of high quality programs and the use of evidence-based practices for learners with ASD and their families.

R&R-DLL Model: Development & Pilot Study

Sponsor: Emily Hall Tremaine Foundation

Award Period: 12/13/11 to 10/31/12

Award Amount: \$104,100

Principal Investigator(s): Virginia M. Buysse, Ellen S. Peisner-Feinberg

This project is adapting an existing R&R model for use with Latino dual language learners (DLLs). Primary project activities include developing the bilingual assessment and intervention components of R&R for use with DLL children; providing professional development and ongoing support to teachers who implement the R&R-DLL system in their classrooms; and conducting a pilot study to evaluate the implementation and preliminary efficacy of the model.

Recognition and Response: Addressing Early Learning Difficulties in Math Through an RTI Model for Pre-K

Sponsor: U.S. Department of Education

Award Period: 3/1/12 to 2/28/15

Award Amount: \$1,500,000

Principal Investigator(s): Virginia M. Buysse, Ellen S. Peisner-Feinberg

This project is developing and evaluating a Recognition & Response model to address the development of pre-kindergarten children's mathematics skills in public school pre-kindergarten classrooms.

Supporting Change and Reform in Inclusive Personnel Preparation (SCRIPP)

Sponsor: Northampton Community College

Award Period: 2/1/12 to 9/30/12

Award Amount: \$9,704

Principal Investigator: Camille Catlett

This project will provide support for a process to enhance the curriculum at Northampton Community College by incorporating evidence-based practices and content.

Sexual Violence Prevention

Sponsor: North Carolina Council on Developmental Disabilities

Award Period: 3/1/12 to 3/31/12

Award Amount: \$2,572

Principal Investigator: Karen J. Luken

This workshop, Building a Sexual Assault Prevention Model that Respects, Supports, and Protects Individuals with Intellectual Disabilities, created a supportive environment for discussion about sexual assault prevention and how to create opportunities for both person-centered and systems action on a local and state level. Topics included foundational concepts of healthy sexuality, effective principles of prevention, the public health model of prevention, and policy approaches to prevention.

Support for North Carolina's Preschool Exceptional Children Program

Sponsor: North Carolina Department of Public Instruction

Award Period: 7/1/11 to 6/30/12

Award Amount: \$838,682

Principal Investigator: Lynne Kahn

This project will provide technical assistance to the NC Preschool Exceptional Children Program in the Office of Early Learning (OEL).

Supporting Change and Reform in Preservice Teaching in North Carolina (SCRIPT-NC)

Sponsor: U.S. Department of Education

Award Period: 10/1/11 to 9/30/15

Award Amount: \$600,000

Principal Investigator: Tracey A. West

Co-Principal Investigator(s): Dale J. Epstein, Chih-Ing Lim

The purpose of this project is to work with early childhood community college programs in North Carolina to enhance and redesign courses to better prepare early childhood educators to work with children with disabilities and children from diverse backgrounds.

Tacoma Community College Paraeducator Project

Sponsor: Tacoma Community College

Award Period: 1/9/12 to 8/31/13

Award Amount: \$21,918

Principal Investigator: Camille Catlett

This project will provide support for a process to enhance the curriculum at Tacoma Community College by incorporating evidence-based practices and content. The work will include developing opportunities for coursework and practica with an emphasis on young children with disabilities and their families.

Technical Support to CDC EHDI Team on Part C Programs

Sponsor: National Center on Birth Defects and Developmental Disabilities

Award Period: 2/1/12 to 1/31/13

Award Amount: \$10,655

Principal Investigator: Lynne Kahn

Co-Principal Investigator: Sharon S. Ringwalt

The National Early Childhood Technical Assistance Center will assist CDC EHDI with (1) identifying some best practices/models with Part C programs at the state and national levels to better address issues of documenting that infants with hearing loss are receiving ED services, (2) measuring progress, (3) assessing outcomes, and (4) meeting national benchmarks.

The Duke Endowment Catawba County Project: Technical Assistance on the Implementation and Scaling-Up of Evidence-Based and Innovative Practices

Sponsor: The Duke Endowment

Award Period: 12/1/11 to 11/30/12

Award Amount: \$50,000

Principal Investigator: Allison J. Metz

This project involves multiple tasks including the provision of intensive, implementation-focused technical assistance to promote the scaling-up of evidence-based practices to improve child and family outcomes post-permanency, and a program evaluation to assess implementation fidelity and outcomes.

The Partners Project: Working Together to Enhance Inclusive Early Childhood Environments

Sponsor: University of Toledo

Award Period: 1/1/12 to 12/31/15

Award Amount: \$63,141

Principal Investigator: Camille Catlett

This project will provide support for a process to enhance the curriculum at Terra Community College by incorporating evidence-based and competency-based practices and content. The work will include developing opportunities for coursework and practica with an emphasis on young children who are culturally, linguistically, and ability diverse and their families.

The Sociolinguistic Significance of the Post-Secondary School Stage in the Longitudinal Development of African American English

Sponsor: National Science Foundation

Award Period: 8/1/11 to 1/31/13

Award Amount: \$40,783

Principal Investigator: Susan A. Zeisel

This project seeks to expand the original data collection on the sample of 68 participants who are now in young adulthood by conducting sociolinguistic interviews and collecting background data on these subjects.

The Toddler Initiative: Promoting the Use of Evidence-Based Practices for Toddlers With ASD

Sponsor: Autism Speaks

Award Period: 2/1/12 to 1/31/14

Award Amount: \$400,000

Principal Investigator: Samuel L. Odom

Co-Principal Investigator: Ann W. Cox

This project will expand on the work conducted by the National Professional Development Center on Autism Spectrum Disorders for preschool through high school-aged students with ASD. The Toddler Initiative will develop new materials and modify existing materials/processes to support the use of evidence-based practices for young children (birth-3) and their families.

Wake County Home-Based Service Integration Consultation

Sponsor: Wake County Smart Start

Award Period: 3/1/12 to 10/31/12

Award Amount: \$35,000

Principal Investigator(s): Allison C. De Marco, Iheoma U. Iruka

The purpose of this project is to provide consultation to Wake County Smart Start to develop a plan for a county-wide service integration of home-based services for young children and their families.

2011–2012 Resources



North Carolina's Plan to Promote the Health of People with Disabilities

Everywhere, Everyday, Everybody
2010–2020

Assessments and Instruments

Buyse, V., Hollingsworth, H., & West, T. (2011). *The landscape: A statewide survey for providers of professional development in early childhood*. Chapel Hill: The University of North Carolina, FPG Child Development Institute, National Professional Development Center on Inclusion.

Books and Book Chapters

Bryant, D. M., Burchinal, M., & Zaslow, M. (2011). Empirical approaches to strengthening the measurement of quality: Issues in the development and use of quality measures in research and applied settings. In M. Zaslow, I. Martinez-Beck, K. Tout, & T. Halle (Eds.), *Quality measurement in early childhood settings* (pp. 33-47). Baltimore, MD: Brookes.

Burchinal, M., & Forestieri, N. (2011). Development of early literacy: Evidence from major U.S. longitudinal studies. In S. Neuman & D. Dickinson (Eds.), *Handbook of early literacy research* (Vol. 3, pp. 85-96). New York, NY: Guilford Press.

Burchinal, M., Kainz, K., & Cai, Y. (2011). How well do our measures of quality predict child outcomes? A meta-analysis and coordinated analysis of data from large-scale studies of early childhood settings. In M. Zaslow, I. Martinez-Beck, K. Tout, & T. Halle (Eds.), *Quality measurement in early childhood settings* (pp. 11-31). Baltimore, MD: Brookes.

Buyse, V. (2012). Access, participation, and supports: A framework for improving inclusive early education opportunities for children with disabilities. In R. Pianta, W. Barnett, L. Justice, & S. Sheridan (Eds.), *Handbook of early childhood education* (pp. 480-506). New York, NY: Guilford Press.

Castro, D. C., Ayankoya, B., & Kasprzak, C. (2011). *The new voices ~ nuevas voces facilitator's guide to cultural and linguistic diversity in early childhood*. Baltimore, MD: Brookes.

Castro, D. C., Espinosa, L. M., & Paez, M. M. (2011). Defining and measuring quality in early childhood practices that promote dual language learners' development and learning. In M. Zaslow, I. Martinez-Beck, K. Tout, & T. Halle (Eds.), *Quality measurement in early childhood settings* (pp. 257-280). Baltimore, MD: Brookes.

Castro, D. C., Mendez, J., Garcia, S., & Westerberg, D. (2012). Family literacy programs for Latino families in the United States. In B. Wasik (Ed.), *Handbook of family literacy* (2ND ed.) (pp. 270-288). New York, NY: Routledge.

Coleman, M. R., & Johnsen, S. K. (Eds.). (2011). *RtI for gifted students: A CEC-TAG educational resource*. Waco, TX: Prufrock Press.

Coleman, M. R., & Shah-Coltrane, S. (2011). Remembering the importance of potential: Tiers 1 and 2. In M. Coleman & S. Johnsen (Eds.), *RtI for gifted students: A CEC-TAG educational resource* (pp. 43-61). Waco, TX: Prufrock Press.

Epstein, D. J., & Barnett, W. S. (2012). Early education in the United States: Programs and access. In R. Pianta, W. Barnett, L. Justice, & S. Sheridan (Eds.), *Handbook of early childhood education* (pp. 3-21). New York, NY: Guilford Press.

Fixsen, D. L., Blase, K. A., Duda, M. A., & Brown, J. (2012). Implementing evidence-based programs in child welfare and other human services. In K. Dill & W. Shera (Eds.), *Implementing evidence-informed practice: International perspectives* (pp. 217-230). Toronto, Ontario: Canadian Scholars' Press.

Gillanders, C., Iruka, I., Ritchie, S., & Cobb, C. T. (2012). Restructuring and aligning early education opportunities for cultural, language, and ethnic minority children. In R. Pianta, W. Barnett, L. Justice, & S. Sheridan (Eds.), *Handbook of early childhood education* (pp. 111-136). New York, NY: Guilford Press.

Halle, T. G., Castro, D. C., Franco, X., McSwiggan, M., Hair, E. C., & Wandner, L. D. (2011). The role of early care and education in the development of young Latino dual language learners. In N. Cabrera, F. Villarruel, & H. Fitzgerald (Eds.), *Latina and Latino children's mental health* (Vol. 1, pp. 63-90). Santa Barbara, CA: ABC-CLIO.

Hughes, C. E., Rollins, K., & Coleman, M. R. (2011). Response to intervention for gifted learners. In M. Coleman & S. Johnsen (Eds.), *RtI for gifted students: A CEC-TAG educational resource* (pp. 1-20). Waco, TX: Prufrock Press.

Hyson, M., Horm, D. M., & Winton, P. J. (2012). Higher education for early childhood educators and outcomes for young children: Pathways toward greater effectiveness. In R. Pianta, W. Barnett, L. Justice, & S. Sheridan (Eds.), *Handbook of early childhood education* (pp. 553-583). New York, NY: Guilford Press.

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- Miller, S., Winn, D.-M., Taylor, J., & Wiki, T. (2012). Girls' relational orientation and interpersonal dynamics of delinquency. In S. Miller, L. Leve, & P. Kerig (Eds.), *Delinquent girls: Contexts, relationships, and adaptation* (pp. 85-101). New York, NY: Springer.
- Naom, S. F., Van Dyke, M., Fixsen, D. L., Blase, K. A., & Villagomez, A. N. (2012). Developing implementation capacity of organizations and systems to support effective uses of family literacy programs. In B. Wasik (Ed.), *Handbook of family literacy* (2ND ed., pp. 447-464). New York, NY: Routledge.
- Odom, S. L., Pungello, E. P., & Gardner-Neblett, N. (2012). Translating contemporary developmental and health science: Designing an early childhood program for young children and their families living in poverty. In S. Odom, E. Pungello, & N. Gardner-Neblett (Eds.), *Infants, toddlers, and families in poverty: Research implications for early child care* (pp. 353-371). New York, NY: Guilford Press.
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- Powell, D. R., Diamond, K. E., & Burchinal, M. (2012). Using coaching-based professional development to improve Head Start teachers' support of children's oral language skills. In C. Howes, B. Hamre, & R. Pianta (Eds.), *Effective early childhood professional development: Improving teacher practice and child outcomes* (pp. 13-29). Baltimore, MD: Brookes.
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- Vernon-Feagans, L., & De Marco, A. (2012). Why non-maternal childcare can be good for children and families: Research and policy implications. In S. Suggate & E. Reese (Eds.), *Contemporary debates in childhood education and development* (pp. 27-37). New York, NY: Routledge.
- Vernon-Feagans, L., Garrett-Peters, P., De Marco, A., & Bratsch-Hines, M. (2012). Children living in rural poverty: The role of chaos in early development. In V. Maholmes & R. King (Eds.), *The Oxford handbook of poverty and child development* (pp. 448-466). New York, NY: Oxford University Press.
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- Lucas, A., Gillaspay, K., Peters, M. L., & Hurth, J. (2012). *Enhancing recognition of high-quality, functional IFSP outcomes and IEP goals*. Chapel Hill: The University of North Carolina, FPG Child Development Institute, National Early Childhood Technical Assistance Center.
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- Bronte-Tinkew, J., Burkhauser, M., & Metz, A. J. (2012). Elements of promising practices in fatherhood programs: Evidence-based research findings on interventions for fathers. *Fathering*, 10(1), 6-30.
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- Castro, D. C. (2011). High quality early education for young dual language learners: What can be done? *NHSA Dialog*, 14(2), 1-8.
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