

For More Information

Florida Head Start Association

- Ms. Judi Maloy
Vice President,
Florida Head Start Association
Mid Florida Head Start
386-239-7830 ext. 4226
jmaloy@headstartvolusia.com
<http://monroe.k12.fl.us/florida-headstartassociation/>

Florida Head Start Research Committee

- Dr. Elizabeth A. Karas
Research Committee Chairperson
239-332-0769
lizk@lee.k12.fl.us

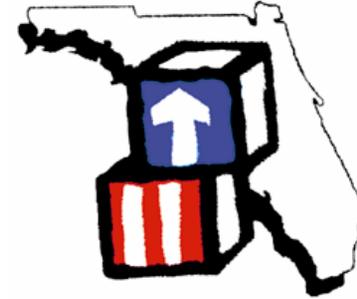
Florida Head Start Collaboration Office

- Mary E. Bryant
Director
Florida Collaboration Office
850-414-7757
mary.bryant@schoolreadiness.org
<http://www.floridaheadstart.org>

T/TAS Quality Improvement Centers

- Dr. Marce Verzaro-O'Brien
Director
T/TAS Quality Improvement Centers
1-800-882-7482
mvobrien@aol.com

Florida Head Start Association Research Committee Presents



A Portrait of Florida Head Start Children's Outcomes

INTRODUCTION

In 1998, the Florida Head Start Association recognized the importance of using credible data to demonstrate Florida Head Start programs' effectiveness in providing positive outcomes for children, families, and their communities. The Association created the Research Committee to determine how this goal was going to be accomplished.

From the beginning, the Research Committee used a partnership model for Committee membership. Head Start directors and staff, researchers from Florida universities and school districts, the director of the Florida Collaboration Office, and the director of the Region IV-B Head Start Quality Improvement Center were active members of the Committee.

When the 2000 Head Start Child Outcomes Framework legislation was made known, the Florida Head Start Association Research Committee was perfectly poised to lead Florida Head Start programs to meet the objectives of the initiative through the Committee's mission:

"To conduct, support, and disseminate research of high quality that informs policy and practice and promotes successful children, strong families, and healthy communities."

Sixty percent of Florida Head Start programs have elected to use the Galileo Assessment System. Hence, the Florida Head Start Association is able to collect and aggregate statewide data on Florida Head Start children's outcomes. The information in this pamphlet documents the Research Committee's early success in charting Florida Head Start children's broad mastery of skills in four domains as well as their specific mastery of Head Start mandated outcomes during the 2001-02 implementation year. In addition, a comparison is made between the implementation year's results, and the results currently being assessed in this, the second year of statewide aggregation of data.

A brief description of Research Committee accomplishments to date has been included. This exciting work continues!

Dr. Elizabeth Karas
Research Committee Chairperson
April, 2003

page 1

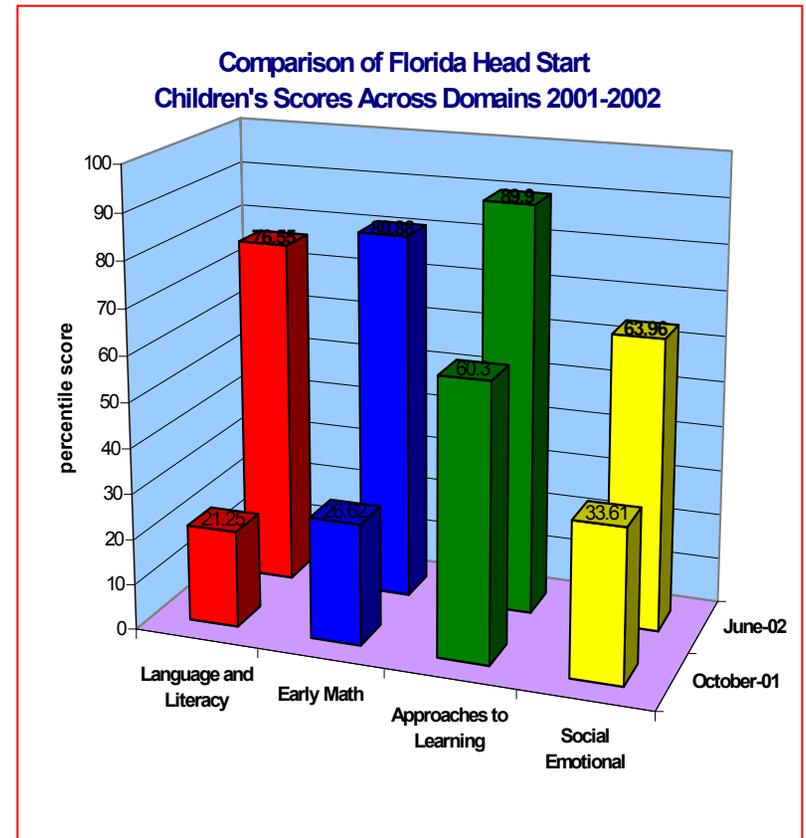
Accomplishments of the Florida Head Start Research Committee

- ✓ Established a Galileo users ListServ to provide program-to-program communication opportunities.
- ✓ Created a demographic data set for children and families, as well as other variables for the statewide system, to be available to Head Start programs for analysis and comparison.
- ✓ Provided technical assistance to all Florida Head Start programs, regardless of their assessment tools, through two annual research conferences.
- ✓ Served as the advisory panel for the ACF-funded Head Start Research Partnership Project on **Approaches to Learning** conducted by the University of Miami's Department of Psychology.
- ✓ Teamed with Florida Head Start programs for this Partnership Research Project.
- ✓ Provided technical assistance to programs about incorporating child outcomes into their self-assessment processes.
- ✓ Conducted presentations at the ACF/Head Start Sixth National Research Conference, Washington, D.C., June, 2002, and the Southeastern Evaluation Association's Annual Conference, January, 2003.

Accomplishments of the Florida Head Start Research Committee

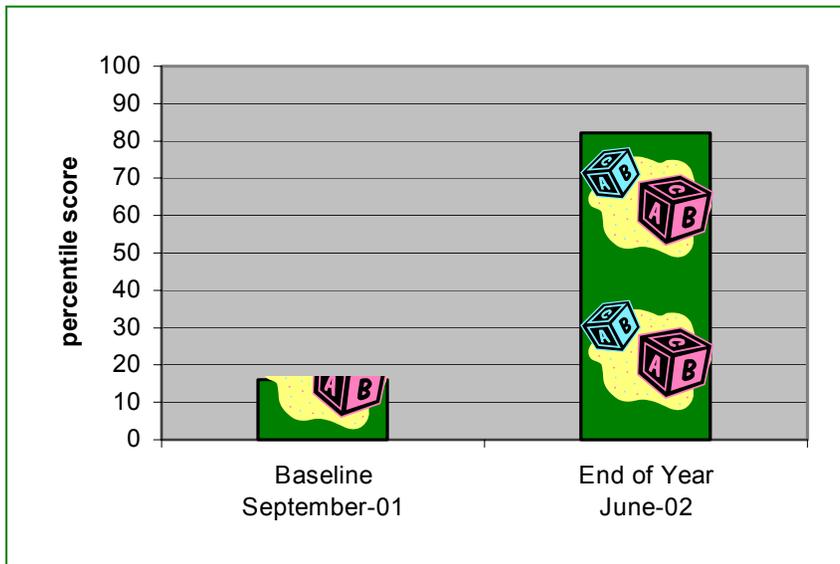
- ✓ Established a collaborative partnership committee.
- ✓ Provided Head Start perspective during the formation of the Florida School Readiness Program.
- ✓ Developed criteria for use in evaluating assessment tools.
- ✓ Achieved 60% agreement of Florida Head Start programs to adopt a common assessment system, the Galileo Planning and Assessment System, from Assessment Technology, Inc.
- ✓ Acquired 100% permission from Florida Head Start programs using the Galileo to contribute to a statewide database of Florida Head Start children's outcomes.
- ✓ Developed a resource list and cost analysis tool for Galileo implementation.
- ✓ Conducted multi-program training sessions on the Galileo in three different geographic regions in Florida.
- ✓ Convened a statewide meeting to provide opportunities for analysis of first-year implementation.

Implementation Year



The graph above displays the percentage of Florida's Head Start children who were performing above national averages on Galileo domains at the beginning and end of the 2001 - 2002 program year. Approximately 2,500 children are included in this data set. A review of the posttest scores indicated that Florida Head Start children mastered the skills that reflect kindergarten readiness. Examples of the skills attained follow.

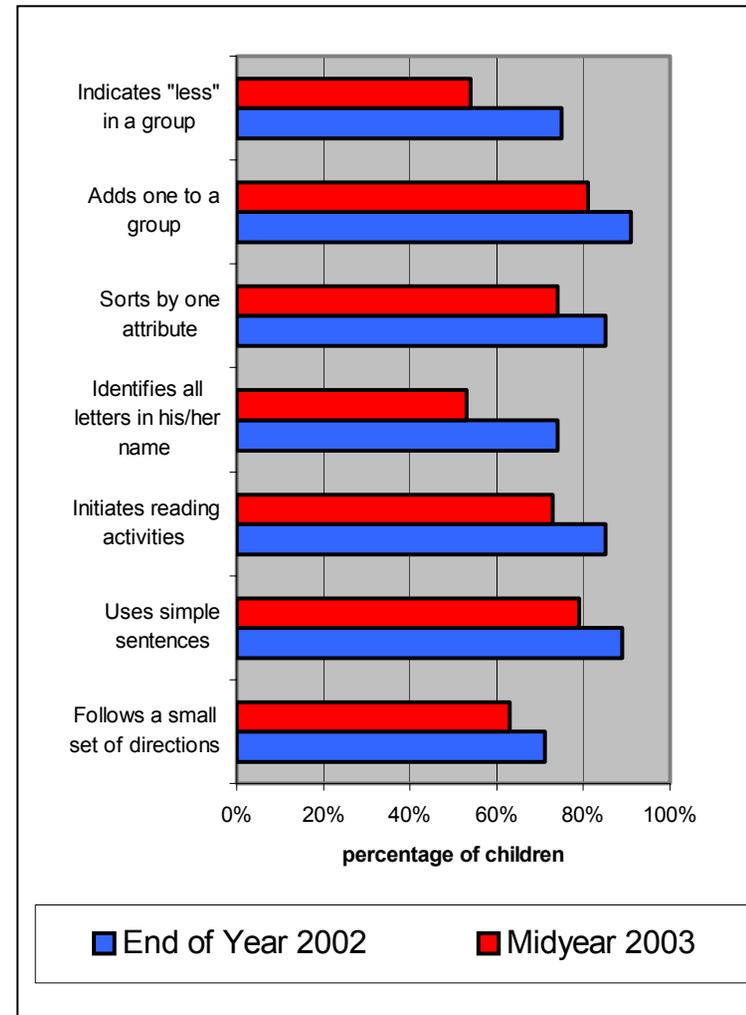
Comparison of Florida Head Start Four-Year-Old Children's Language and Literacy Scores 2001-2002



During the 2001-2002 program year, Florida Head Start four-year-olds made gains in all **Language and Literacy** domain elements including the mandated areas of Receptive and Expressive Vocabulary, Phonological Awareness, Book Knowledge, Print Awareness, Early Reading, and Alphabet Knowledge. For example:

- ✓ 85% Understood positional words
- ✓ 89% Used simple sentences to communicate
- ✓ 85% Initiated reading activities by himself or herself
- ✓ 74% Made predictions about the plot in a story using picture clues
- ✓ 74% Identified letters in her or his name by pointing

Comparison of End of Year 2002 and Midyear 2003 Scores for Florida Head Start Four-Year-Olds on Select Mandated Skills



Comparison between consecutive years' data can indicate if programmatic changes are having an effect. By midyear 2003, children's performance levels were almost comparable to year-end performance levels for the previous year.

Program Staff and Teachers Discuss Changes in Planning, Assessment, and Ongoing Monitoring

"The analysis of program data helps me channel resources, guide training and make other program adjustments to ensure continuous program improvement. It also helps us communicate Head Start's effect on the children to our grantee, funding agencies, legislators and community partners."

Dr. Carmen Nicholas, Director, Palm Beach County Head Start

"We have been able to identify areas we need to strengthen. Based on our data, we will focus more on Nature and Science. . . . During our federal review, a teacher was able to produce a classroom report instantly."

Marjorie McGee, Education Coordinator, Child Development Services, Inc.
Ocala

"The Galileo program helps with both documenting the progress so that growth is evident, but also in planning for individualization so that we can see where the child is ready to grow next. We used the progress reports to show parents on home visits where their child was developmentally and also how much they had grown since the beginning of the year. We were also able to use the data to show our principal, as well as the staff of the school, how much growth there has been. "

Karen Serrell, Teacher, Lee County Head Start

"Our assessment saves our teachers time. The lesson plans are especially helpful because they are directly tied to the assessment."

Quenton Jones, Curriculum Specialist, Mid Florida Children's Services

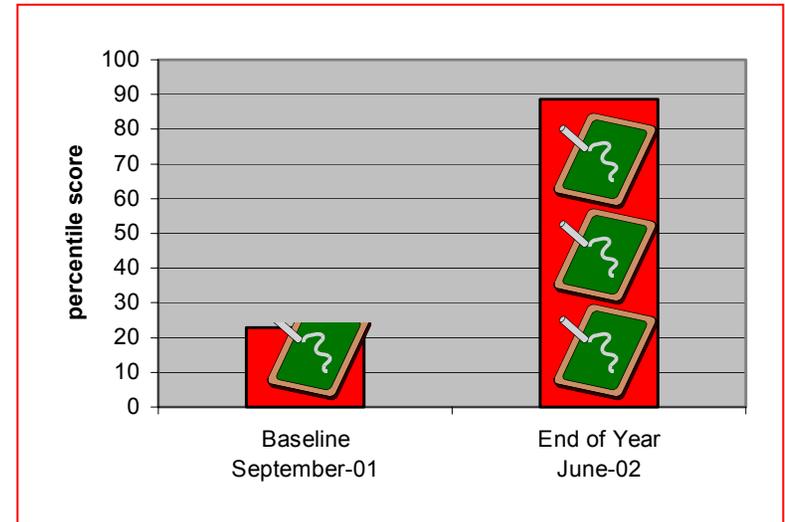
"Many of our program's stakeholders rely on the data from our system to help them make decisions. It is therefore imperative that reports and profiles can be produced to meet each person's needs. Our program has this ability."

Dr. Margaret Kane, Outcomes Manager, Hillsborough County Head Start

- "I like how easy it is to share assessment information with parents at our parent conferences."
- "I like how we are able to use the readiness levels to go back and work with children who didn't accomplish a goal the first time."
- "It's easier to keep track of whether a child has accomplished a specific goal during an activity"

Quotes from Teacher Surveys, Episcopal Children's Services,
Jacksonville

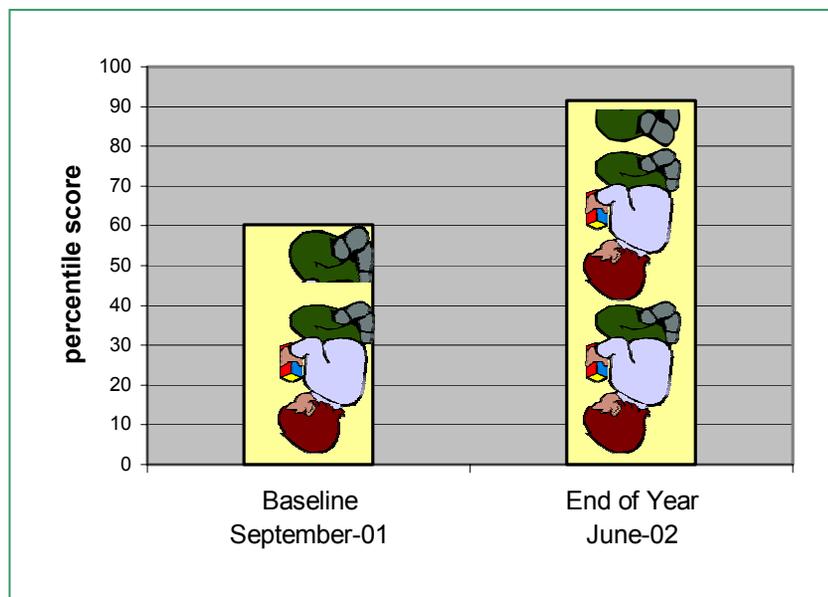
Comparison of Florida Head Start Four-Year-Old Children's Early Math Scores 2001-2002



During the 2001-2002 program year, Florida Head Start four-year-olds made gains across the **Early Math** Domain including the mandated area of Numbers and Operations. For example:

- ✓ 76% Counted to find out how many are in a group of 10
- ✓ 85% Sorted objects based on one attribute
- ✓ 89% Identified shorter and taller
- ✓ 75% Distinguished between morning, afternoon, and night
- ✓ 76% Understood positional concepts

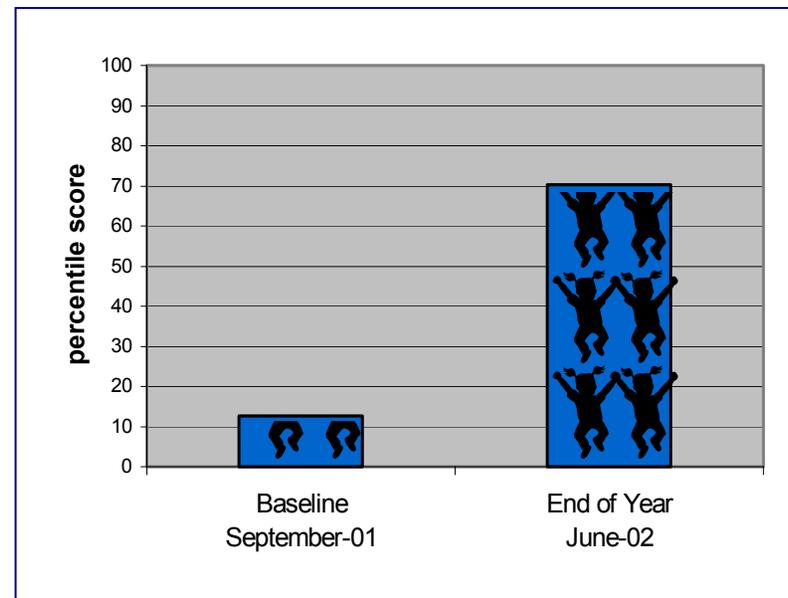
Comparison of Florida Head Start Four-Year-Old Children's Scores in Approaches to Learning 2001-2002



During the 2001-2002 program year, Florida Head Start four-year-olds made gains across the domain of **Approaches to Learning** including the areas of Initiative and Curiosity, Engagement and Persistence, Goal Setting and Planning, Reasoning and Problem Solving, and Learning About Objects. For example:

- ✓ 90% Participated in a variety of experiences independently
- ✓ 93% Maintained interest in an activity for an appropriate period of time
- ✓ 88% Completed a simple self-selected activity
- ✓ 92% Sought assistance from an adult when attempting to solve a problem

Comparison of Florida Head Start Four-Year-Old Children's Scores in Social -Emotional Development 2001-2002



During the 2001-2002 program year, Florida Head Start four-year-olds made gains across the **Social Emotional** Domain including Knowledge of Self, Family, and Community; Diversity; Cooperation; Resolving Conflict; Self-control; Independence; and Social Relationships. For example:

- ✓ 95% Knew his/her first and last name
- ✓ 90% Knew his/her age
- ✓ 86% Shared part or all of something with a peer
- ✓ 88% Expressed wants and needs in a conflict situation
- ✓ 85% Initiated greetings with familiar peers