

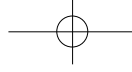


Florida Head Start

A Portrait of Our Head Start Children's Outcomes



2004-05



This Portrait is dedicated to Ms. Mary Bryant, Florida Head Start Collaboration Office Director, for her years of service to the Florida Head Start community and all Florida's young children. Mary has long been a Florida early childhood community leader whose hallmarks are teamwork and her innovative, "can-do" spirit. Mary puts the collaboration in Collaboration Office. The entire Florida Head Start community offers Mary Bryant its deepest appreciation and best wishes on her upcoming retirement.

Graphic Designer

Sandra Guerrero

Consulting Editors/Writers

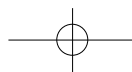
Mary Bryant

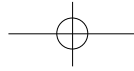
Vicki Winslow

Research Committee Chair

J. Maggie Stevens

The MISSION of the Florida Head Start Association Research Committee is to conduct, support, and disseminate research of high quality that informs policy and practice, and promotes successful children, strong families, effective programs, and healthy communities.





When measured on a valid and reliable instrument, Florida Head Start programs are successful in preparing children for later school success. The Galileo assessment instrument is used by 29 Head Start programs in Florida. This instrument allows teachers to measure child growth in eight (8) domains. These domains are:

- Language and Literacy
- Early Math
- Approaches to Learning
- Social and Emotional Development
- Creative Arts
- Nature and Science
- Gross and Fine Motor Skills
- Physical Health

Though Head Start children entered the program below their peers from more economically advantaged families in most of these domains, they made gains that bring them to or near the level expected of children their age. For three years, progress in all 8 readiness domains has been significantly higher than the expected 50-point gain, with gains in most domains nearly double the expected gain.



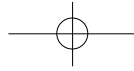


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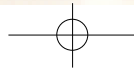
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Arlene, Bonnie, Charley, Cindy, Francis, Jeanne, Ivan, Dennis, Katrina, Wilma . . . some might think this a class list of preschoolers, but Floridians know better. These named hurricanes of 2004 and 2005 battered our communities and families like no other season in history. Throughout these crises, Head Start programs were tested like the rest of Florida. Facilities were destroyed, staff and families were displaced. Nearly every Head Start family was impacted to some degree by the storms. Most families were impacted by short-term program closures. Some families were impacted by longer-term program closures and loss of homes and jobs due to the hurricanes.

Funding to expedite repairs and reconstruction was made available by the Administration of Children and Families of the Department of Health and Human Services. The National Head Start Association became a collection point for resources to support Head Start families and programs. Through it all, Head Start programs did what they do best - support and strengthen their families and communities.

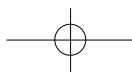
This document is a Portrait of Florida Head Start Children's Outcomes, though that is only part of the Head Start story. The strength of the relationships Head Start programs create with their families and communities is the other part of the Head Start story. Throughout this booklet you will see reference to those efforts and successes.

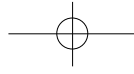
Some of my richest professional relationships are with my Head Start friends. They reside in that very comfortable place where common beliefs and values about our beloved Head Start program and a passionate vision for its future rest. These friendships will last after our Head Start careers end.

Though I knew about dear Head Start friendships, I did not fully understand the concept "Head Start Family." I didn't understand the depth and breadth of concern and compassion that lives in Head Start until Hurricane Charley brought devastation to our program in August 2004. As we worked through the shock and despair of widespread destruction of homes, Head Start centers, schools and offices in our community, we were all uplifted by the unending generosity and love showered upon us by our Head Start family.

We have been challenged and changed by our disaster, but we have been strengthened and sustained by our Head Start friends and family. We will pass the goodness and kindness that lives in Head Start on to others.

— Margie Blackwell, Director
Charlotte County Head Start



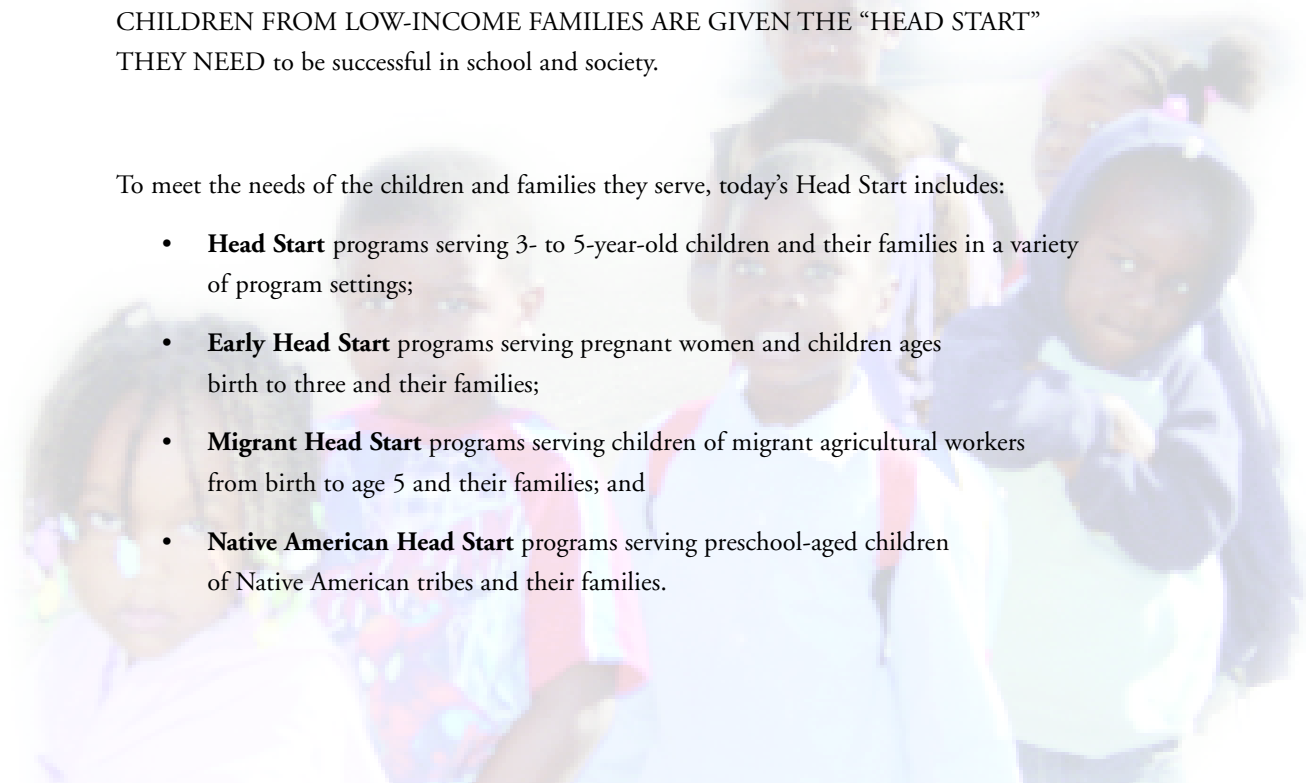


Background

From its beginning 40 years ago, the purpose of Head Start has been to promote school readiness by enhancing the social, physical, and cognitive development of children. Head Start was conceived as a comprehensive child and community development program that provides children and families with educational, health, nutritional, and support services. The cornerstone of the program is parent and community involvement and development. Head Start programs are designed to meet the unique needs of the families and communities they serve, but one goal is the same for all-- CHILDREN FROM LOW-INCOME FAMILIES ARE GIVEN THE "HEAD START" THEY NEED to be successful in school and society.

To meet the needs of the children and families they serve, today's Head Start includes:

- **Head Start** programs serving 3- to 5-year-old children and their families in a variety of program settings;
- **Early Head Start** programs serving pregnant women and children ages birth to three and their families;
- **Migrant Head Start** programs serving children of migrant agricultural workers from birth to age 5 and their families; and
- **Native American Head Start** programs serving preschool-aged children of Native American tribes and their families.



Three principles have guided Head Start services since the program's beginning:

- Community-based services and partnerships
- Parent involvement
- Comprehensive child development services





Nationally, Head Start programs are administered by the United States Department of Health and Human Services. Current funding (FY 2005) for Head Start is nearly \$6.4 billion per year. Nearly **1 million low-income children** and their families are served annually by Head Start, Early Head Start, Migrant Head Start and Native American Head Start programs in the United States. Head Start programs are operated by nearly **1600 local public, private, and faith-based organizations** in communities throughout the nation.

In **Florida**, Head Start, Early Head Start and Migrant Head Start programs serve nearly 40,000 children and their families in over 2,200 classrooms in over 800 centers each year. These programs are provided by over **101 local public, private, and faith-based organizations** in all 67 counties in Florida. Over 25 classrooms provide Head Start or Early Head Start Services through partnership with a child care center.

Over 90% of children were served in full-time, center-based programs for 6 hours or more per day.

These children were taught by over 4,500 teachers and assistant teachers, of whom over 55% had a college degree (Associate, Bachelor's or post-graduate), and over 70% had a Child Development Associate credential.

Children in the Head Start program were supported by nearly 9,000 staff and volunteers who provided health, social, nutrition, transportation, and other services to the children and families served in the programs.

Over 66% of children served were in their first year of participation in the program.

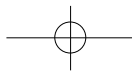
Of the children served in 2003-2004, approximately 57% were African American; about 24% were Hispanic or Latino; nearly 15% were white non-Hispanics; and the remainder of the children served were other races or bi- or multi-racial.

Children came to Head Start programs with a variety of home languages. Sixty-seven percent (67%) came from homes in which English was the primary language; over 18% were from homes in which Spanish was the primary language. The remaining children came from homes in which the primary language was a Central or South American, Caribbean, European or Slavic, Middle Eastern or South Asian, East Asian or Native North American language.

Over 86% of the children served in Head Start programs in 2003-2004 had health insurance. Over 70% were receiving Medicaid, about 3.3% were receiving the state child health insurance program, and 12% were covered by private insurance. 13% of the children served were not insured.

Over 86% of children were admitted to the program because their family income was below 100% of poverty. About 9.8% were admitted because their families were receiving public assistance. Nearly 3.5% of children were over income but were admitted because they had a disability or special need.





Head Start offers integrated **comprehensive services** to young children and their families to meet their specific and unique needs and interests not available in most early childhood programs.

Children served in Head Start programs are provided a **rich, stimulating, and appropriate classroom environment** that encourages social competence and improves educational outcomes.

Children served in Head Start programs are provided **health and nutrition screenings and services** to ensure early detection and treatment of health-related problems that may impede learning and development.

Family members are provided with an array of opportunities designed to **encourage their involvement in their child's learning** and promote **economic and personal self-sufficiency**.

Parents play a vital role in Head Start programs. They are recognized as their **child's first and most important teachers**. Parents are encouraged to volunteer in the program and further their own education.

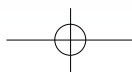
Parents also play an integral role in the **governance and leadership** of the Head Start program through their involvement in Parent Committees and Policy Councils.

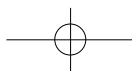
To promote **community development** in neighborhoods served by Head Start programs, family members are provided opportunities to increase their own economic self-sufficiency through **employment and career advancement** within the Head Start program.

Head Start forms **partnerships** with other education and human service agencies to provide services to low-income families. A primary goal of Head Start is to link children and families with existing community resources to **eliminate the duplication of services** and avoid "reinventing the wheel." To achieve these collaborations, Head Start programs are often leaders in helping communities create neighborhood health clinics, one-stop human services agencies, job training and other services.

Children and families in Head Start are provided the services necessary to smooth the **transition from preschool to kindergarten**. Head Start programs partner with public and private schools to share information on what a child knows and is able to do before the first day of kindergarten.

Head Start serves **children with disabilities in inclusive settings**, allowing them to participate in a high-quality preschool program that provides an enriching and accepting environment in which to learn.





Since its inception, Head Start has been one of the most researched and evaluated programs ever funded by the United States Congress. The evidence is in—**Head Start works to improve child and family outcomes.** While the primary purpose for the assessment of young children in Head Start programs is to inform and improve classroom practice, the information gathered can also paint a clear portrait of what Head Start children know and are able to do as a result of their experiences in a high-quality, comprehensive child development program.

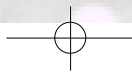
Reliable studies have found resoundingly favorable long-term effects on the cognitive, social, emotional, and physical development of children who participated in the program. In addition, research has shown that adults, who were Head Start children are self-sufficient and more stable economically. For an extensive look at national research findings, visit the Web site of the National Head Start Association at www.nhsa.org.

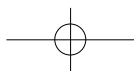
Every Penny Counts!

A little girl came to her Head Start class with four pennies and insisted on giving them to her teacher. Her teacher refused several times and finally told the little girl, “Okay, let’s put them in this piggy bank.”

*Then the teacher asked, “What should we do with the money?” After some discussion, the teacher suggested, “Why don’t we use these pennies to buy toys for the children whose toys were blown away during Hurricane Katrina?” The children excitedly agreed. The children started to tell the teacher about seeing water in houses on the news. One child said she wanted to cry because it made her so sad. The teacher thought that this would be a good way to teach children about giving and that every little bit makes a difference. Pennies **and children** can make a difference.*

— Kim Gillis
TriCounty Head Start, Westville, FL





Florida's Head Start Research — A Portrait

In 1998, the Florida Head Start Association became the first state association in the country to establish a Research Committee to take on a large-scale, rigorous and reliable assessment of child outcomes in Head Start programs. Through a unique partnership among the Association, Head Start programs, university researchers, and Assessment Technology, Inc. of Tucson, Arizona, the Galileo System for the Electronic Management of Learning was selected as the assessment instrument for this project.

Galileo provides a comprehensive view of each child's growth in all **eight of the school readiness domains**:

- Language and Literacy
- Early Math
- Social and Emotional Development
- Approaches to Learning
- Nature and Science
- Creative Arts
- Fine and Gross Motor Skills
- Physical Health Practices

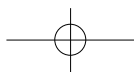


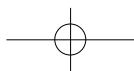
These domains correspond to the domains established in the **Florida School Readiness Performance Standards for three- and four-year-old children**.

Galileo scales are highly reliable. Measures of internal scale consistency range from .92 to .97. Psychometric evidence is available to demonstrate that each scale is sensitive to the broad range of abilities found in young children.

An important feature of Galileo is that it provides a measure of a child's growth called the **developmental level** that is identical regardless of the domain being measured or the initial abilities of the child.

Galileo scales also use an **interval level of measurement**, a state-of-the-art mechanism that allows for consistent measurement of growth. It works in the same way as measuring growth in children's height and weight. Any child who grows 5 inches has gained the same amount of height, whether the child is 3 feet tall or 4 feet tall.





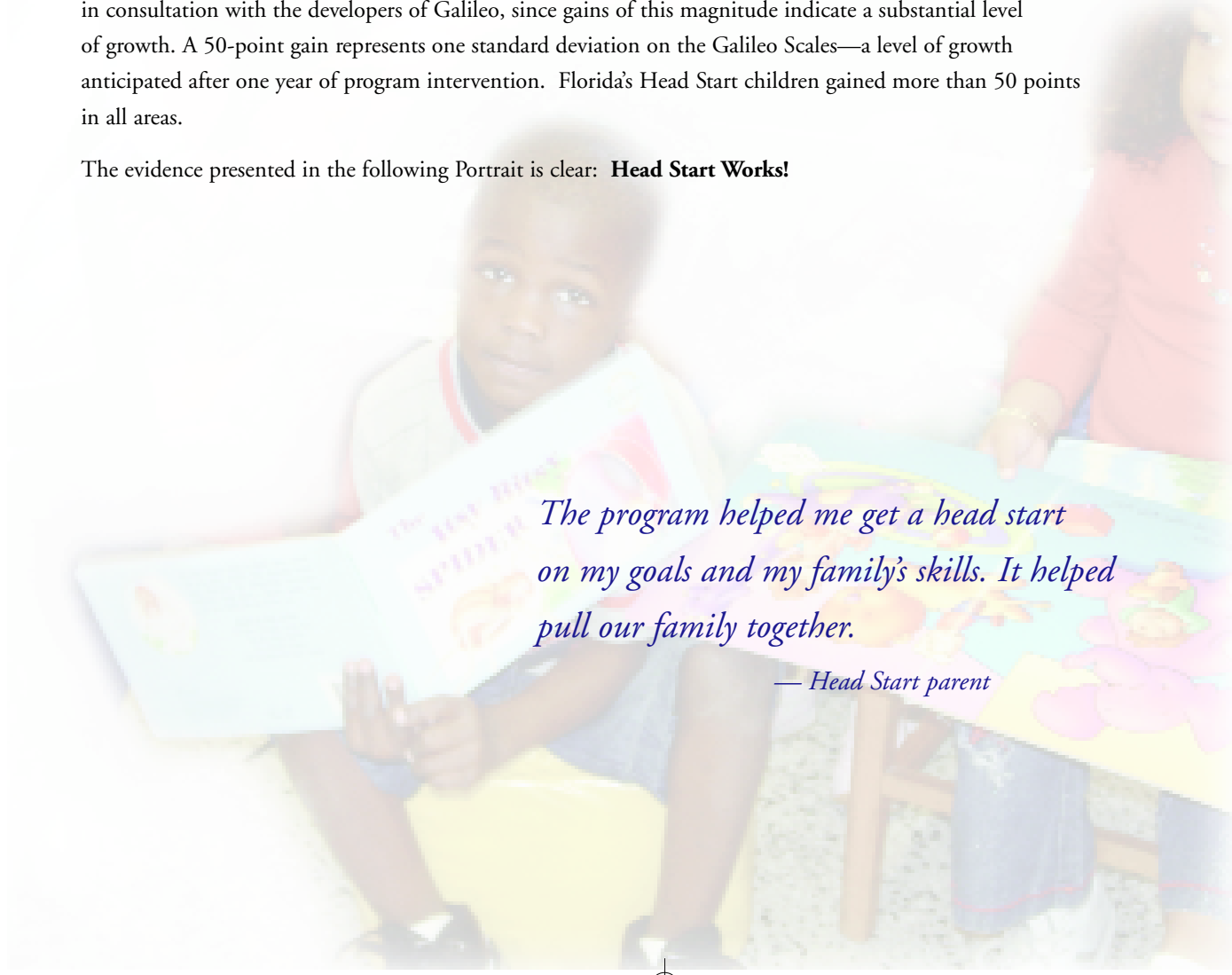
of Our Head Start Children's Outcomes

Similarly, children who gain 20 points in developmental level are showing the identical amount of growth whether they begin the year with only a few skills or many skills in a domain. Developmental-level scores are also identical across the eight readiness domains measured, so that a 20-point gain on the Early Math scale means the same as a 20-point gain on the Nature and Science scale. Thus each developmental gain has a precise meaning.

In the fall of the year, **a four year old can be expected to score about 500 on each Galileo scale.** Head Start children start below this level but make tremendous strides through the year.

The benchmark of **50 points in developmental level for expected gains** was set by the Research Committee in consultation with the developers of Galileo, since gains of this magnitude indicate a substantial level of growth. A 50-point gain represents one standard deviation on the Galileo Scales—a level of growth anticipated after one year of program intervention. Florida's Head Start children gained more than 50 points in all areas.

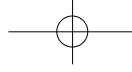
The evidence presented in the following Portrait is clear: **Head Start Works!**



The program helped me get a head start on my goals and my family's skills. It helped pull our family together.

— Head Start parent

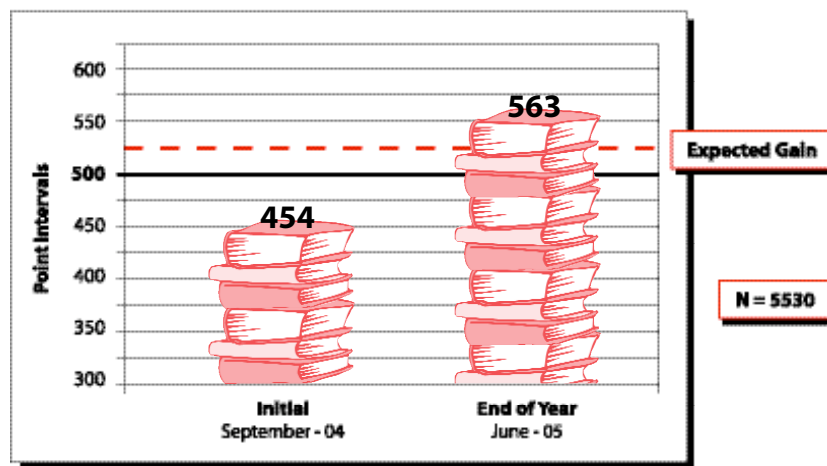




Language and literacy development is a precursor to later reading and language development. This area develops skills in listening and understanding spoken language, speaking and communication, phonological awareness, book knowledge and appreciation, print awareness and concepts, early reading and writing, and alphabet knowledge.

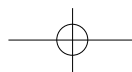
In 2004-2005, the developmental level of Florida Head Start children in the Language and Literacy domain increased from 454 points to 563 points, a gain of 109 points and more than double the expected gain (50 points) for preschool children.

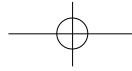
Language and Literacy Developmental Gain 2004 - 2005



By the spring of 2005, Florida Head Start children had achieved many **Language and Literacy** milestones, including:

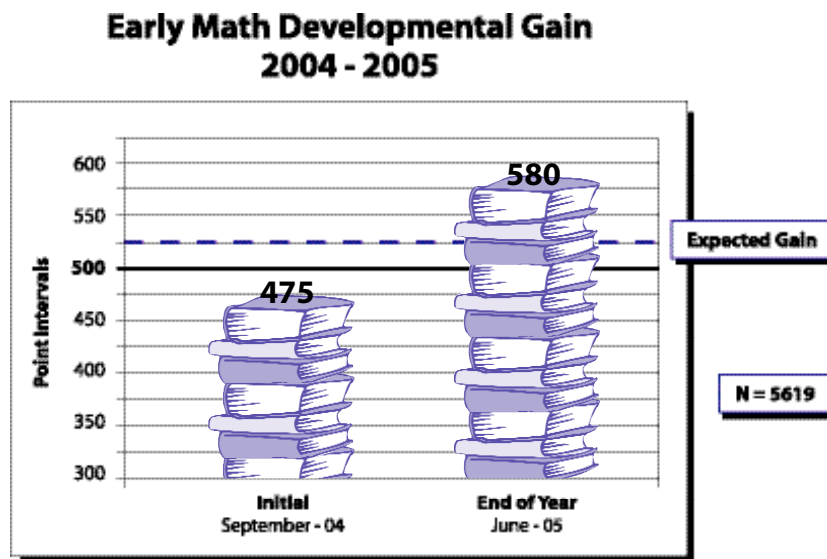
- 98% follow a one-step direction.
- 96% understand action words.
- 91% use simple words to communicate.
- 90% recognize their own name in print.
- 88% use negative words.
- 88% initiate reading activities on her/his own.





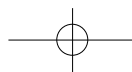
As Language and Literacy skills are precursors to reading and language development, early math skills are precursors to later arithmetic and mathematical functioning. Early Math encompasses one-to-one correspondence, addition, subtraction, geometric shapes, and concepts of time.

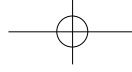
In 2004-2005, the developmental level of Florida Head Start children in the domain of Early Math increased from 475 points to 580 points, a gain of 105 points and more than twice the expected gain (50 points) for preschool children.



By the spring of 2005, Florida Head Start children had achieved many **Early Math** milestones, including:

- 98% use one-to-one correspondence when counting objects.
- 95% match objects to an example.
- 93% add one to a small group.
- 89% identify familiar shapes by name.
- 88% sort diverse objects based on physical attribute.
- 82% know what activity comes next in a daily routine.

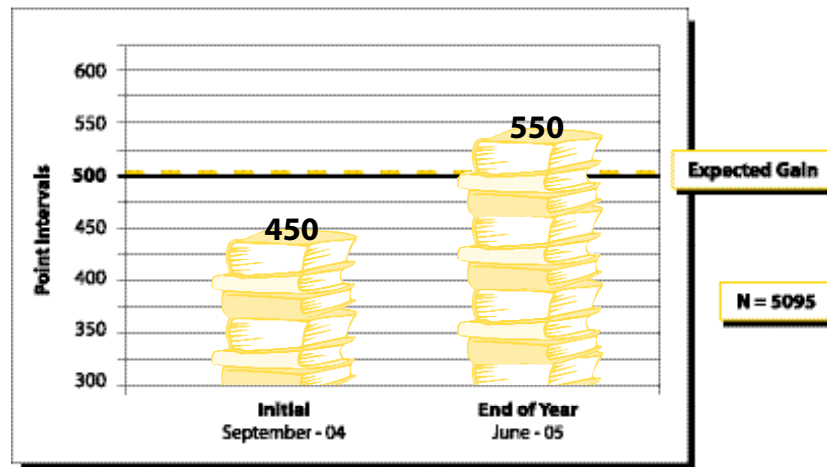




An important aspect of school readiness, social and emotional skills are critical to the future academic success of a child. Research shows that attention to the social and emotional aspects of learning and interacting with peers and adults may be especially important for low-income populations. The Social and Emotional domain includes understanding and following classroom rules, sharing with others, making friends, listening to adults and many other interactive skills.

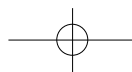
In 2004-2005, the developmental level of Florida Head Start children in the Social and Emotional domain increased from 450 points to 550 points, a gain of 100 points and double the expected gain (50 points) for preschool children.

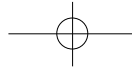
Social and Emotional Developmental Gain 2004 - 2005



By the spring of 2005, Florida Head Start children had achieved many **Social and Emotional** milestones, including:

- 93% identify family members and relationships to each.
- 93% share with a peer.
- 91% take turns playing with a toy or object.
- 90% talk about his/her interests.
- 86% get materials for an activity independently.
- 85% express wants and needs in a conflict situation.

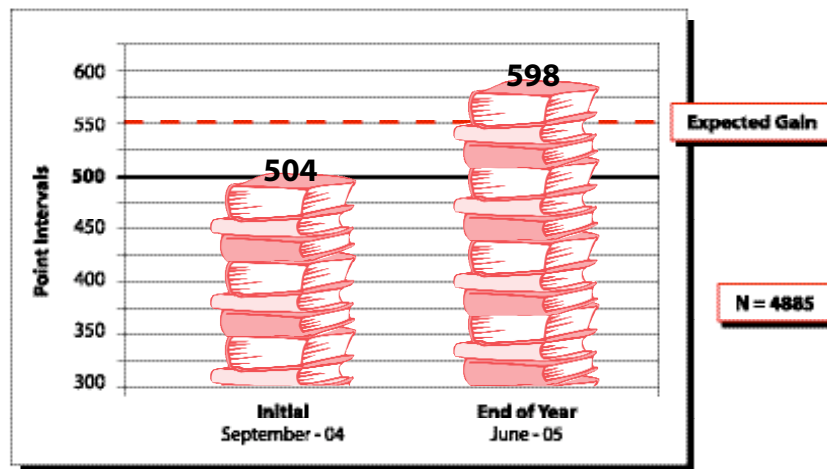




Rather than measuring which skills have been gained during exposure to a quality preschool program, the Approaches to Learning domain describes how a child approaches the gathering, organizing, and use of knowledge. This scale includes 30 indicators that measure aspects of initiative, curiosity, engagement, persistence, goal setting, planning, and problem solving.

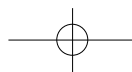
In 2004-2005, the developmental level of Florida Head Start children in the Approaches to Learning domain increased from 504 points to 598 points, a gain of 94 points and nearly twice the expected gain (50 points) for preschool children.

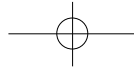
Approaches to Learning Developmental Gain 2004 - 2005



By the spring of 2005, Florida Head Start children had achieved many **Approaches to Learning** milestones, including:

- 97% participate in an increasing variety of experiences independently.
- 94% initiate preferred purposeful activities when playing in interest centers.
- 94% complete a simple self-selected task.
- 93% seek assistance from an adult when attempting to solve a problem.
- 90% say what s/he wants to accomplish while playing.
- 88% describe the function of objects.

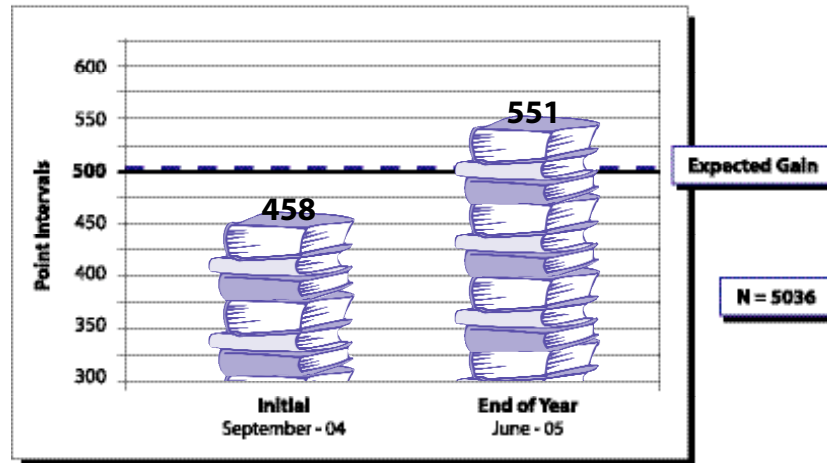




Nature and Science is an often overlooked domain of school readiness. This domain includes skills that help children make sense of the world around them by using their senses and scientific devices to learn; observing, describing, and classifying living things and physical phenomena; making predictions, gathering and presenting data, and explaining outcomes; and questioning and developing hypotheses. These lay the groundwork for future scientific reasoning and critical thinking.

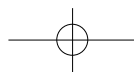
In 2004-2005, the developmental level of Florida Head Start children in the Nature and Science domain increased from 458 points to 551 points, a gain of 93 points and nearly twice the expected gain (50 points) for preschool children.

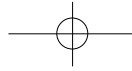
Nature and Science Developmental Gain 2004 - 2005



By the spring of 2005, Florida Head Start children had achieved many **Nature and Science** milestones, including:

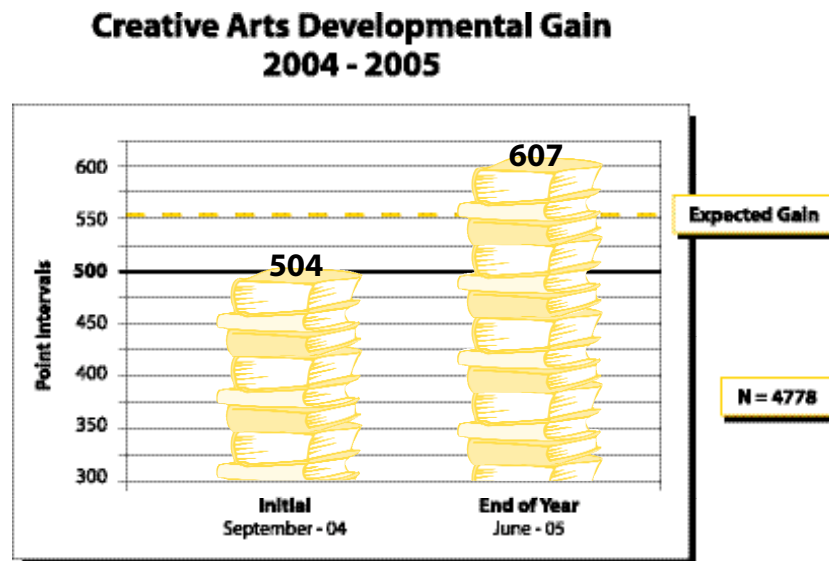
- 96% attempt to learn about objects by taking them apart and rebuilding them.
- 94% describe what an animal is doing while being observed.
- 93% draw or talk about different weather conditions.
- 93% distinguish animals from plants.
- 86% talk about the characteristic of living things.
- 82% distinguish between land and water animals.





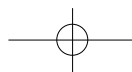
School readiness in cognitive areas is complemented and enhanced by readiness in the arts, including music, movement, dramatic play, dance, and visual arts. Creative arts offer new opportunities to apply language skills, small and large motor skills, and problem solving, thus making the transition from gaining to applying knowledge.

In 2004-2005, the developmental level of Florida Head Start children in the Creative Arts domain increased from 504 points to 607 points, a gain of 103 points and more than double the expected gain (50 points) for preschool children.



By the spring of 2005, Florida Head Start children had achieved many **Creative Arts** milestones, including:

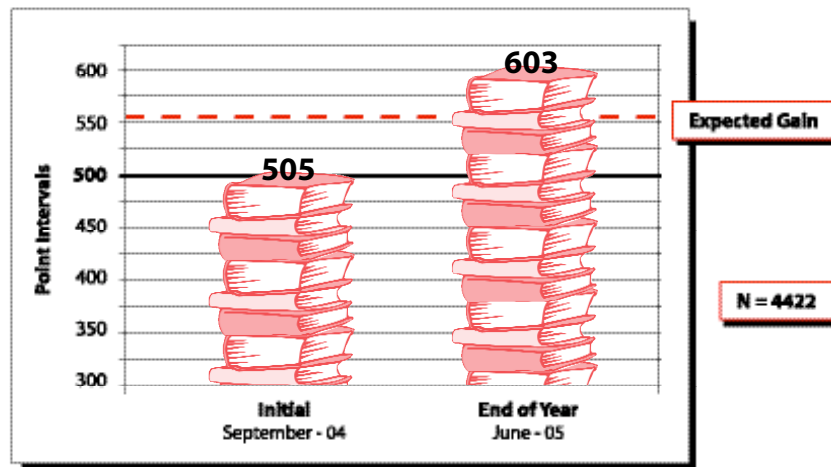
- 96% sing or hum a familiar song.
- 94% work with other children on a cooperative art project.
- 92% take care of art supplies and materials.
- 91% use movement to express what is being felt or heard in songs.
- 87% act out a real or make-believe character during dramatic play.
- 86% draw representations of human and animal figures.



Fine and Gross Motor Skills are physical skills that allow a child to move with coordination and use tools and implements with dexterity and control. Gross motor skills encompass the movement and physical activity of children, a critical aspect of overall health and obesity control. Control, balance, and coordination are aspects of the gross motor skills measured within this domain. Fine-motor dexterity and eye-hand coordination are small motor skills necessary for writing and penmanship later in school.

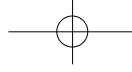
In 2004-2005, the developmental level of Florida Head Start children in the Fine and Gross Motor Skills domain increased from 505 points to 603 points, a gain of 98 points and nearly twice the expected gain (50 points) for preschool children.

Fine and Gross Motor Skills Developmental Gain 2004 - 2005



By the spring of 2005, Florida Head Start children had achieved many **Fine and Gross Motor Skills** milestones, including:

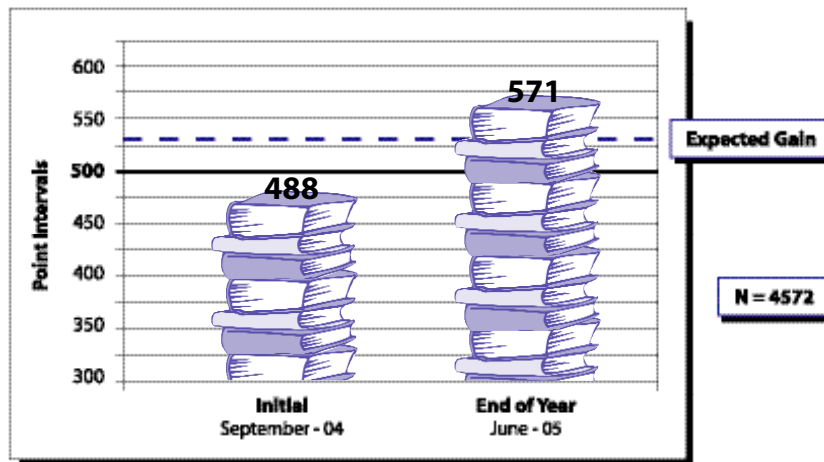
- 99% climb up and down stairs.
- 94% put several beads on a string without assistance.
- 93% correctly hold a pencil or crayon.
- 93% put a simple puzzle together independently.
- 92% build short structures with blocks or other materials.
- 89% cut with scissors along a straight line.



Physical Health Practices, as the name implies, are those skills that support the health of the child. Specifically, this domain includes eating practices, nutrition, hygiene, exercise, dressing, toileting and health, and safety practices. Though often taught as a secondary aspect of a preschool program, this area is an important part of the Head Start program and is addressed in Head Start performance standards along with all cognitive, social, and motor domains.

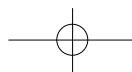
In 2004-2005, the developmental level of Florida Head Start children in the Physical Health Practices domain increased from 488 points to 571 points, a gain of 83 points and significantly more than the expected gain (50 points) for preschool children.

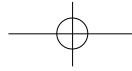
Physical Health Practices Developmental Gain 2004 - 2005



By the spring of 2005, Florida Head Start children had achieved many **Physical and Health Practices** milestones, including:

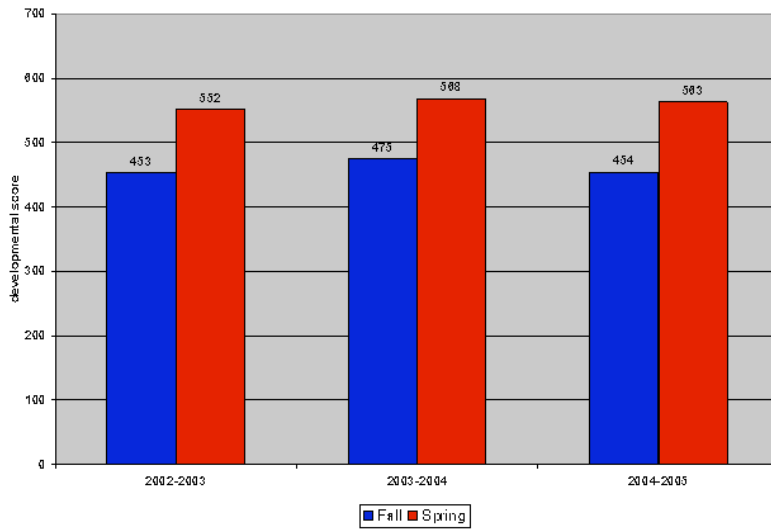
- 98% wash hands independently using soap and water.
- 97% assist in clearing the table by removing his/her own dishes.
- 93% participate actively in outdoor group games.
- 93% brush their teeth independently in the correct method.
- 91% use the bathroom without assistance.
- 90% independently select and eat a variety of food types.





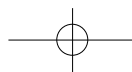
For the past 3 years the Florida Head Start data have been analyzed using the same procedure: Interval-level developmental growth scores have been computed for each of the 8 Head Start readiness domains for children enrolled in a Florida Head Start program for the “majority of the year” (defined by having both fall data before October 31 and spring data after May 1). The use of developmental growth scores allows us to compare readiness domains both within and across years, as each domain is centered at a score of 500 and a standard deviation of 50.

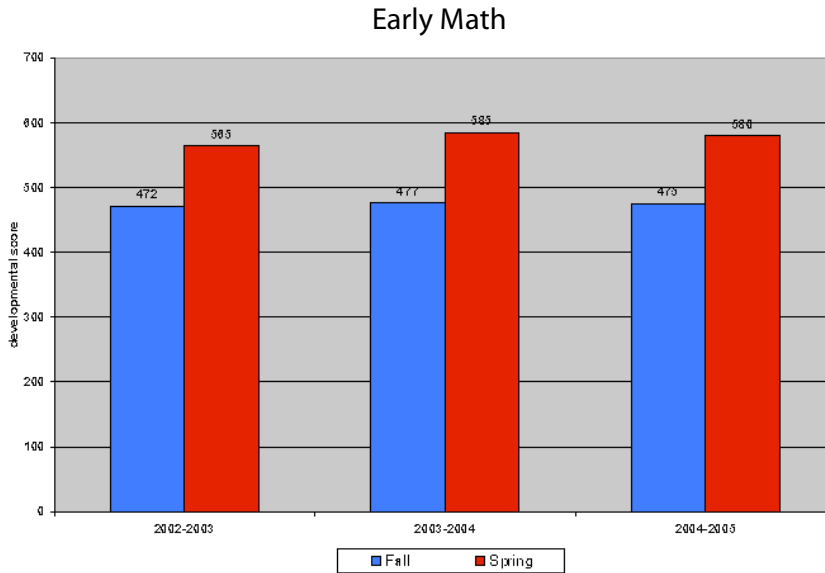
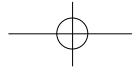
Language and Literacy



Three years of analyses clearly show that the data present an accurate portrait of our children’s patterns of strength and weaknesses when they enter our program. These patterns are consistent with the extensive published research documenting that low-income preschool children enter public school with weaknesses in academic and social/emotional domains that place them at elevated risk for poor educational outcomes:

- Children consistently arrive in the fall about 1 standard deviation below average in the Language and Literacy, Social Emotional, and Nature and Science domains.
- Children consistently arrive in the fall about 1/2 a standard deviation below average in the Early Math domain.
- Children consistently arrive in the fall with only slightly below average scores in Physical Health Practiced average scores in the Creative Arts, Fine and Gross Motor Skills and Approaches to Learning domains.



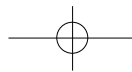


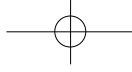
The analyses also show that Florida Head Start programs are highly effective in improving Head Start children's school readiness:

- For all 3 years, progress in all 8 readiness domains have been significantly higher than the expected 50-point gain, with gains in most domains nearly double the expected gain.
- Despite entering the Head Start program below the average developmental score (DL) established for the Galileo Scales (500) in Language and Literacy, Social Emotional and Early Math, Head Start children are not below average (550) when they leave Head Start the following spring.

When HHS teams hit the ground to help Hurricane Katrina evacuees in the Florida communities, one of the first groups they turned to were the local Head Start programs. The family service staff is an invaluable resource that knows their communities well. They know the organizations that can help families get back on their feet. They know the doors to knock on and the phones to call.

— Florida Head Start Collaboration Director

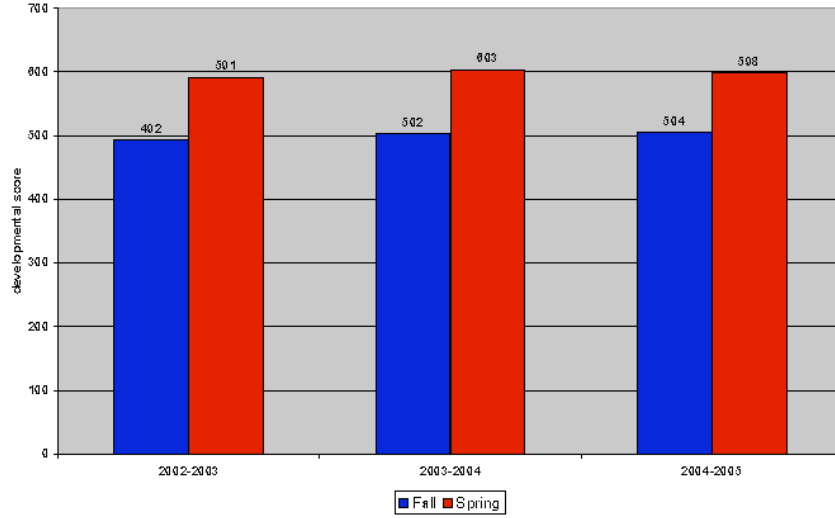




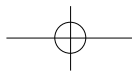
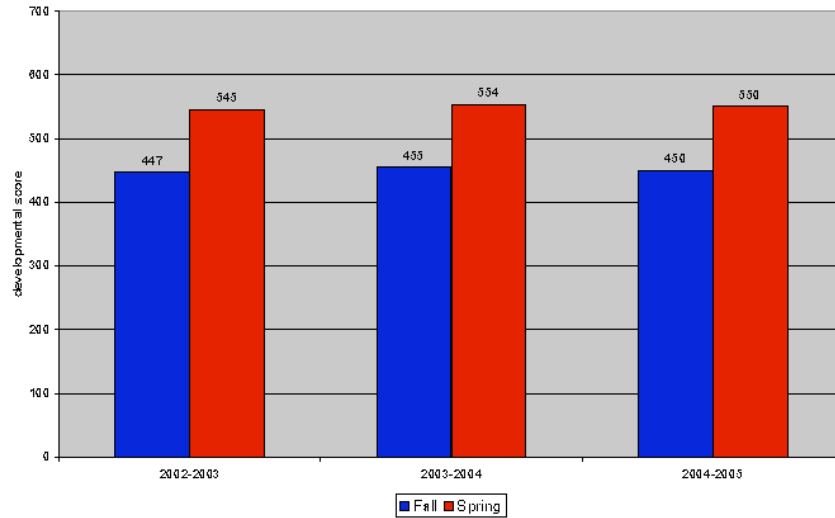
Consistent Results

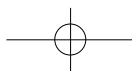
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Approaches to Learning

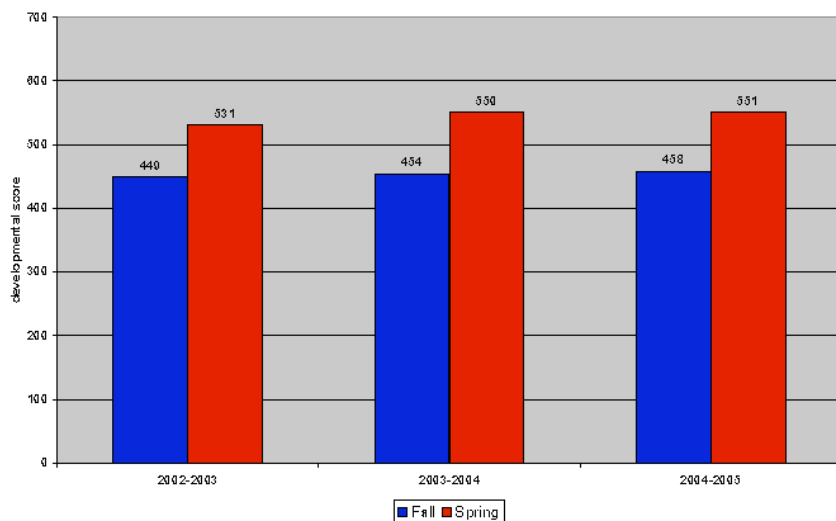


Social and Emotional



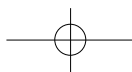


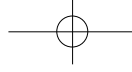
Nature and Science



Finally, the multi-year data show how Florida programs have met the federal mandate to use child outcome data to improve program practices:

- Many Florida programs targeted the Nature and Science domain for increased focus after the 2002-2003 year data showed this domain both to have the smallest yearly gain and to be the only domain where children completed the program below (531) average (550).
 - The largest year-to-year gain from 2002-2003 to 2003-2004 occurred in the Nature and Science domain.
 - For the past 2 years Florida Head Start children have completed the program with average (550, 551 respectively) Nature and Science developmental scores.





Conclusions

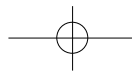
Programs serving young children and families must provide high-quality and comprehensive services to adequately address all domains of a child's development. **These data clearly show that a comprehensive and high-quality preschool program will make a significant and meaningful difference in all 8 designated Head Start school readiness domains, improving the cognitive, social, emotional, and physical development of a child.** In other words, HEAD START WORKS!

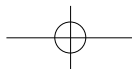
The use of assessment data for remote reporting only is not nearly as effective as assessment data gathered throughout the year and used by teachers and staff who are working closely with the child. It is critically important that programs collect ongoing reliable and valid data to measure a child's progress, inform classroom practice, and determine the impact of a preschool program. Teaching teams in Florida Head Start programs are using data collected through the Galileo assessment tool and other valid and reliable tools to modify each child's educational experience and redesign classroom practice.

When teachers share assessment data with families, effective communication is facilitated and parents are empowered to support classroom goals through at-home activities that enhance their children's readiness for school. Florida Head Start programs are successful in preparing children for later school success. In all 8 domains measured, Head Start children made gains greater than those expected. Though Head Start children entered the program below their peers from higher-income families, they made gains that bring them to or near the level expected of children their age.


My child and I have learned information to make our lives more enjoyable.


— Head Start parent







As a result of research efforts with Head Start programs over the past 5 years, the Florida Head Start Research Committee is uniquely situated to provide recommendations regarding classroom practices, program operation, evaluation, and research within the early childhood arena.

 This report focuses on programs in Florida using the Galileo assessment instrument. While programs may use other valid and reliable assessments to measure their children's progress, it should be noted that similar analysis and comparisons are not possible with those instruments.

 Programs should establish systems to ensure that ongoing data collection and assessments are reliable and timely in order to best inform classroom practice and program management. Real-time data, as provided by systems such as Galileo, allow staff to tailor instruction to each child's needs while he/she is participating in the program, maximizing each child's learning and development. Programs should use the data gathered to assist teachers in analyzing classroom practice and change practices as needed during the year to meet the needs of the children they serve. The data should help teachers intentionally focus their instruction on skills that help children succeed in school.

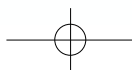
 Results of quality research efforts must be shared with families, policy makers, law makers and the Head Start community to inform decision making at all levels.

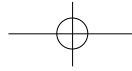
 The Committee encourages other state Head Start Associations to work closely with their local programs and the National Head Start Association Research and Evaluation Department in developing a shared research agenda for improving program practices and increasing children's school readiness. As demonstrated in Florida, such efforts not only aid programs in improving practices and increasing children's school readiness, but also provide rich and powerful data to share with stakeholders and the broader community on Head Start's effectiveness.

I attended my son's kindergarten parent conference, and his teacher stated that my son is scoring far above the kindergarten level. So I would like to take this time to thank my son's three year and four year Head Start class teachers. They always made sure parents were notified of upcoming events and encouraged parents to get involved with their children's education. My son really enjoyed his Head Start years, so did my husband and I. Thanks for a job very well done!

Sincerely,

— Pinellas Head Start Alumni Parent





Journal Article:

Greenfield, D. B., and Nicholas, C. (2001). "Building Statewide Partnership Capacity to Assess School Readiness for Florida Head Start Children and Families." *NHSA Dialog* 4(2), 197-209.

Grant with FHSARC as collaborating partner:

Greenfield, D. B. "A Multi-Site, Multi-Method Partnership for Improving Florida Head Start Children's School Readiness." Head Start University Partnership Grant No. (90-YD-0109). Washington, D.C.: U.S. DHHS, Administration for Children, Youth, and Families.

Conference Presentations:

Armstead, Cathleen. "Using Assessment and Outcomes in the PRISM Review." Paper presented at the Florida Head Start Association Annual Training Institute. April 11-14, 2005. Tampa, Florida.

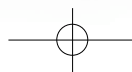
Armstead, Cathleen. "Fatherhood Literacy Success with African-American and Afro-Caribbean Children." Paper presented at the National Black Child Development Institute. October 16-18, 2005. Orlando, FL.

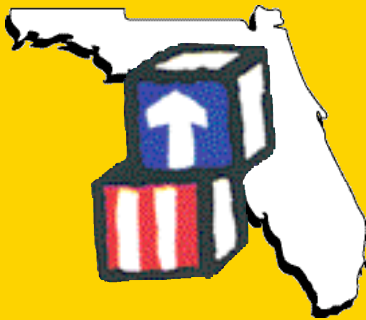
Armstead, Cathleen. "Integrating Data from Multiple Sources for Positive Child Outcomes." Paper presented at the National Head Start Training Association. May 24-27, 2005. Orlando, FL.

George, J. and Greenfield, D.B. The effect of cultural indicators on approaches to learning: moving beyond simple group comparisons of ethnicity, primary language in the home and gender. Poster presented at the biennial meeting of the Society for Research in Child Development. April, 2005. Atlanta, GA.

Greenfield, D.B., George, J., Iruka, I., Munis, P. Development and validation of a direct assessment of the school readiness domain, approaches to learning. Poster presented at the biennial meeting of the Society for Research in Child Development. April, 2005. Atlanta, GA.

Greenfield, D.B., Robinson, J., Armstead, C. & Verzaro-O'Brien, M. Florida's Coordinated Efforts for Program Self-Evaluation: A Community-University Research Partnership Model for Improving Program Quality. Poster presented at 7th National Head Start Research Conference. June, 2004. Washington, D.C.





Florida Head Start Association

M. Juanita Heinzen • President
Florida Head Start Association
(727) 547-5920
email: mjheinzn@aol.com

Florida Head Start Research Committee

J. Maggie Stevens • Chair
(239) 332-2512
email: maggiems@lee.k12.fl.us

Florida Head Start State Collaboration Office

Mary E. Bryant • Director
(850) 414-7763
email: mary.bryant@awi.state.fl.us
<http://www.floridaheadstart.org>

Training and Technical Assistance Services at Western Kentucky University

Dr. Marce Verzaro-O'Brien • Director
(800) 882-7482
email: mvobrien@aol.com

University of Miami, Department of Psychology

Dr. Daryl Greenfield • Professor
(305) 284-3255
email: dgreenfield@miami.edu

In Collaboration with the Florida Institute of Education
at the University of North Florida

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