

# Florida Head Start

A Portrait of Our Head Start Children's Outcomes



2005-06



This Portrait is dedicated  
to Dr. Urie  
Bronfenbrenner, a  
co-founder of the Head  
Start program who died  
in September 2005.

Dr. Bronfenbrenner was  
widely regarded as one of  
the world's  
leading scholars in  
developmental  
psychology. His ideas  
and ability to translate  
them into research  
models and effective  
social policies helped  
create Head Start in  
1965. Generations of  
Head Start children,  
families, and staff are  
in-debted to his  
visionary leadership.

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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 thirty-one 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 four years, progress in all eight 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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The Florida Head Start Research Committee was established in 1998 in response to an increased emphasis on accountability and outcome-based evaluation. Additionally, as a significant number of programs participated in the National Head Start Association's Quality Initiative, they began analyzing their impact on children, families, and communities using more quantitative methods. The committee membership includes the Head Start directors and staff, the researchers with whom they partner, Florida State Head Start Collaboration Office Director, and university staff. The FHSA Research Committee is dedicated to its mission:

**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.**

The Research Committee meets annually to develop a strategic plan with goals and objectives. Members are organized into work groups to accomplish these goals.

The Florida Head Start Research Committee membership includes Ms. Negar Afshar-Pflueger, Florida Head Start Association; Dr. Cathleen Armstead, Orange County Head Start; Ms. Jeanne Askins, Monroe County Head Start; Ms. Margie Blackwell, Charlotte County Head Start/Early Head Start; Ms. Dana Broadway, Pinellas County Head Start/Early Head Start; Mr. Chris Campbell, ALPI Head Start; Mr. Michael Catapano, Indian River/Okeechobee Counties Head Start; Ms. Lilli Copp, Florida State Head Start Collaboration Office; Ms. Maria Crosby, Pasco County Head Start, Ms. Liz DeCamilla, Pasco County Head Start; Ms. Sandra Espinel, Orange County Head Start; Ms. Laurie Gan-Leiner, Hillsborough County Head Start/Early Head Start; Ms. Ivory Gray, Mid Florida Community Services Head Start; Dr. Daryl Greenfield, University of Miami; Ms. Thelma Griffith, CDI Inc. Head Start/Early Head Start; Ms. Juanita Heinzen, Pinellas County Head Start/Early Head Start; Mr. Rodney Ingram, School District of Hillsborough County Head Start; Dr. Richard Janiak, Charlotte County Head Start/Early Head Start; Dr. Lisa Lopez, University of South Florida, Ms. Donna Maas, Mid Florida Community Services Head Start; Ms. Judi Maloy, Mid Florida Community Services Head Start; Ms. Marie Mason, Hillsborough County Head Start/Early Head Start, Ms. Wilhelmenia Martin, Palm Beach County Head Start; Ms. Angela Porterfield, Pasco County Head Start, Ms. Jane W. Robinson, Miami-Dade Community Action Agency Head Start/Early Head Start; Mr. James Scott, Polk Opportunity Council Head Start; Ms. Janeel Shulmister, School District of Hillsborough County Head Start; Ms. Maggie Stevens, Lee County Head Start/Early Head Start; Ms. Colette Thomas, Orange County Head Start; Ms. Michelle Troy, Palm Beach County Head Start; Dr. Marce Verzaro-O'Brien, T/TAS at Western Kentucky University, and Ms. Angela Whidden, Monroe County Head Start.

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

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

From its beginning forty 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 three- to five-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 five and their families; and
- **Native American Head Start** programs serving preschool-aged children of Native American tribes and their families.

**Nationally**, Head Start programs are administered by the United States Department of Health and Human Services. Current funding (FY 2006) for Head Start is nearly \$6.5 billion per year. Nearly **one 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 900 centers each year. These programs are provided by over **103 local public, private, and faith-based organizations** in all sixty-seven counties in Florida. One hundred twenty-eight classrooms provide Head Start or Early Head Start Services through partnership with a child care center.

Over 92% of children were served in full-time, center-based programs for six hours or more per day.

These children were taught by over 5,100 teachers and assistant teachers. More than 54% of lead teacher had a college degree (Associate, Bachelor's or post-graduate), and more than 52% of teaching assistants had a Child Development Associate credential.

Children in the Head Start program were supported by nearly 9,300 staff and volunteers who provided health, social, nutrition, transportation, and other services to the children and families served in the programs.

Forty percent (40%) of children served were enrolled in the program for more than one year.

Of the children served in 2004-2005, approximately 50% were African American; about 32% 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-four percent (64%) came from homes in which English was the primary language; over 24% 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.

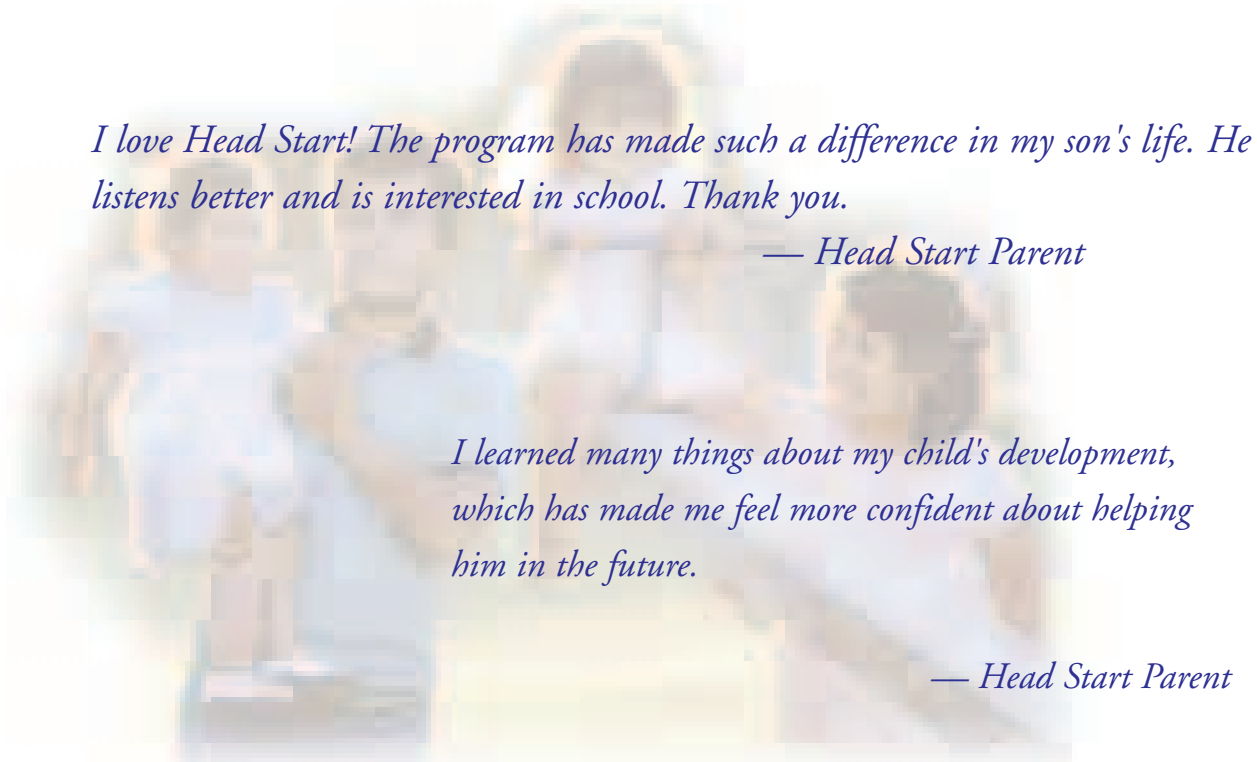
Over 86% of the children served in Head Start programs in 2004-2005 had health insurance. Over 70% were receiving Medicaid, about 3.6% were receiving the state child health insurance program, and 6.7% were covered by private insurance. Thirteen percent (13%) of the children served were not insured.

Over 88% of children were admitted to the program because their family income was below 100% of federal poverty guidelines. About 7.7% were admitted because their families were receiving public assistance. Nearly 3.8% 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](http://www.nhsa.org).



*I love Head Start! The program has made such a difference in my son's life. He listens better and is interested in school. Thank you.*

— Head Start Parent

*I learned many things about my child's development, which has made me feel more confident about helping him in the future.*

— Head Start Parent

## 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 five inches has gained the same amount of height, whether the child is three feet tall or four feet tall.

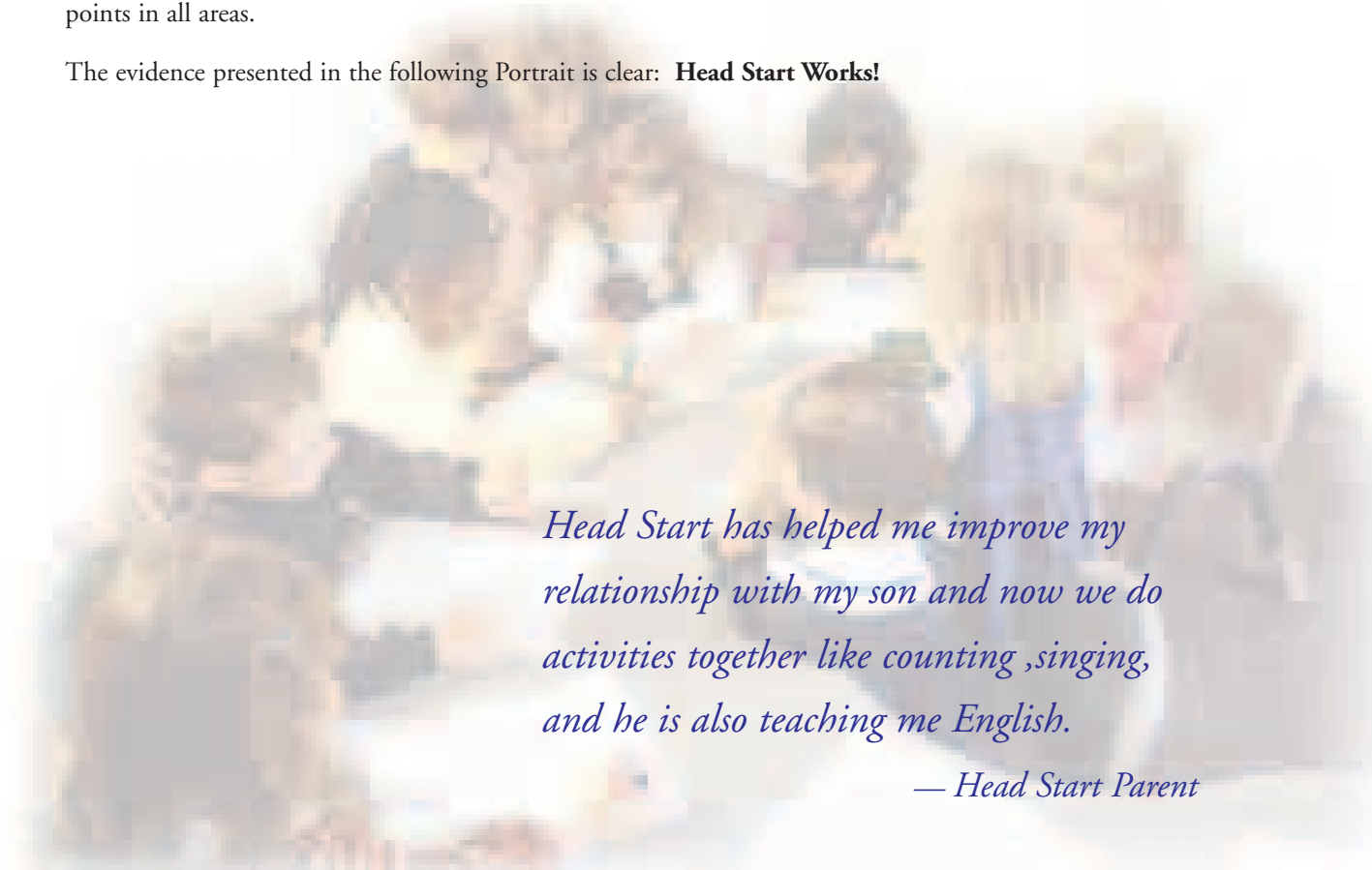
# of Our Head Start Children's Outcomes

Similarly, children who gain twenty 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 twenty-point gain on the Early Math scale means the same as a twenty-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 **fifty 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 fifty-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 fifty points in all areas.

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



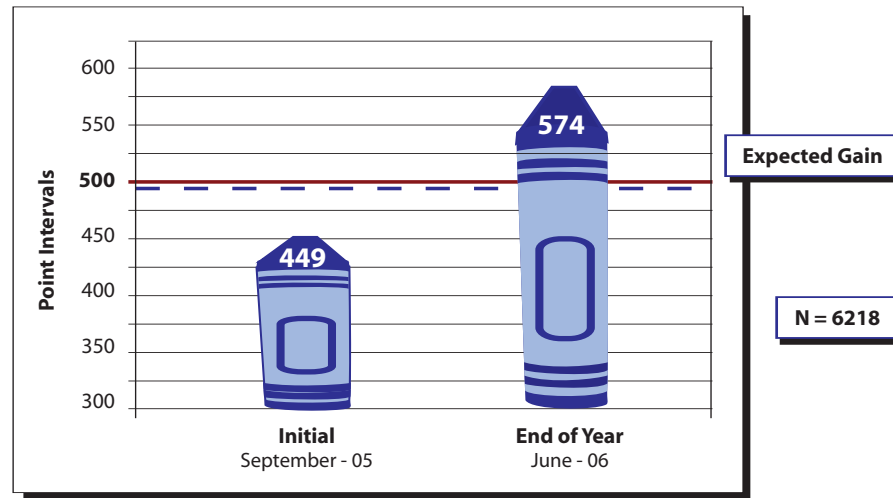
*Head Start has helped me improve my relationship with my son and now we do activities together like counting, singing, and he is also teaching me English.*

— 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 2005-2006, the developmental level of Florida Head Start children in the Language and Literacy domain increased from 449 points to 574 points, a gain of 125 points and more than double the expected gain (50 points) for preschool children.

## Language and Literacy Developmental Gain 2005 - 2006



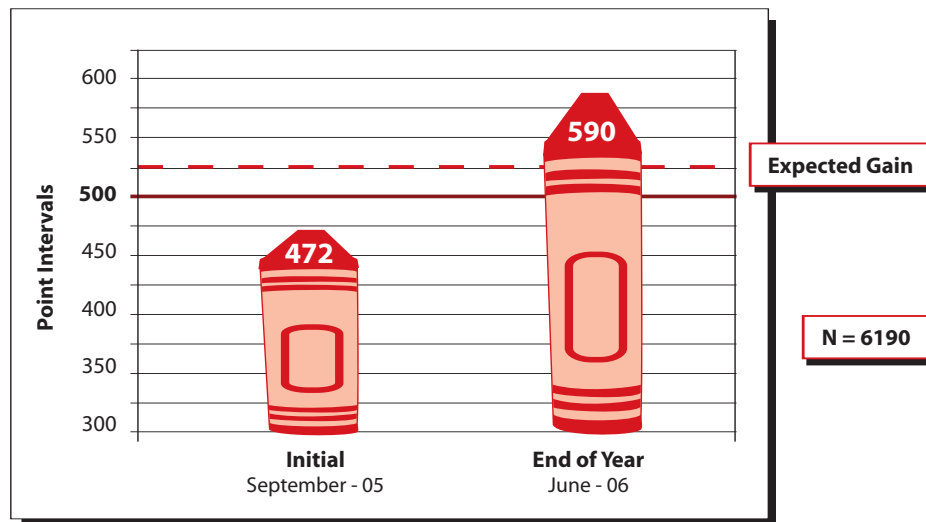
By the spring of 2006, Florida Head Start children had achieved many **Language and Literacy** milestones, including:

- 93% recognize his/her name in print.
- 93% ask an adult for help at appropriate times.
- 93% use simple sentences to communicate.
- 92% understand positional words.
- 90% follow a small set of directions.
- 89% initiate reading activities on his/her 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 2005-2006, the developmental level of Florida Head Start children in the domain of Early Math increased from 472 points to 590 points, a gain of 118 points and more than twice the expected gain (50 points) for preschool children.

## Early Math Developmental Gain 2005 - 2006



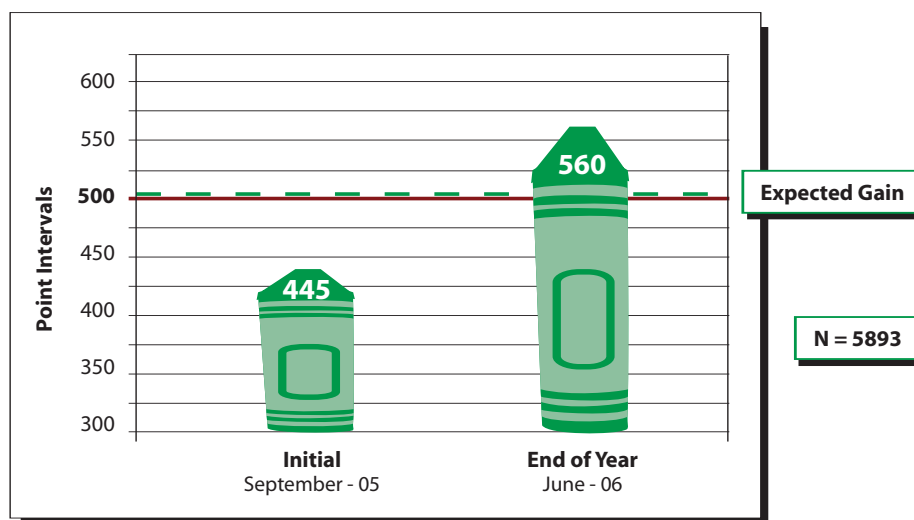
By the spring of 2006, Florida Head Start children had achieved many **Early Math** milestones, including:

- 95% add one to a small group.
- 91% sort objects based on a physical attribute.
- 90% identify shorter or taller objects.
- 90% count to find how many are in a group to 10.
- 89% identify familiar shapes.
- 84% know what 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 2005-2006, the developmental level of Florida Head Start children in the Social and Emotional domain increased from 445 points to 560 points, a gain of 115 points, more than double the expected gain (50 points) for preschool children.

## Social and Emotional Developmental Gain 2005 - 2006



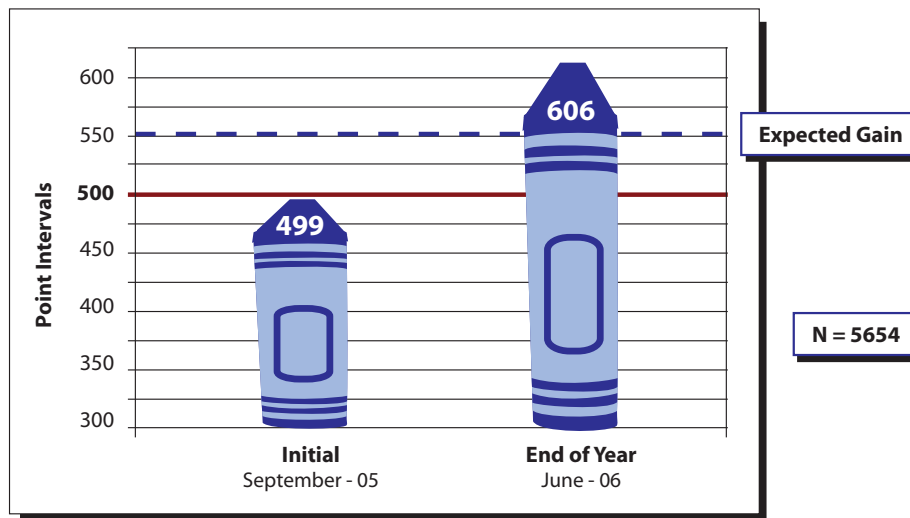
By the spring of 2006, Florida Head Start children had achieved many **Social and Emotional** milestones, including:

- 96% identify family members and relationship to each.
- 94% share with a peer.
- 92% take turns playing with a toy or object.
- 92% talk about his/her interests.
- 91% express wants and needs in a conflict situation.
- 90% accept arrival and departure transitions as routine part of the day.

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 2005-2006, the developmental level of Florida Head Start children in the Approaches to Learning domain increased from 499 points to 606 points, a gain of 107 points, more than twice the expected gain (50 points) for preschool children.

## Approaches to Learning Developmental Gain 2005 - 2006



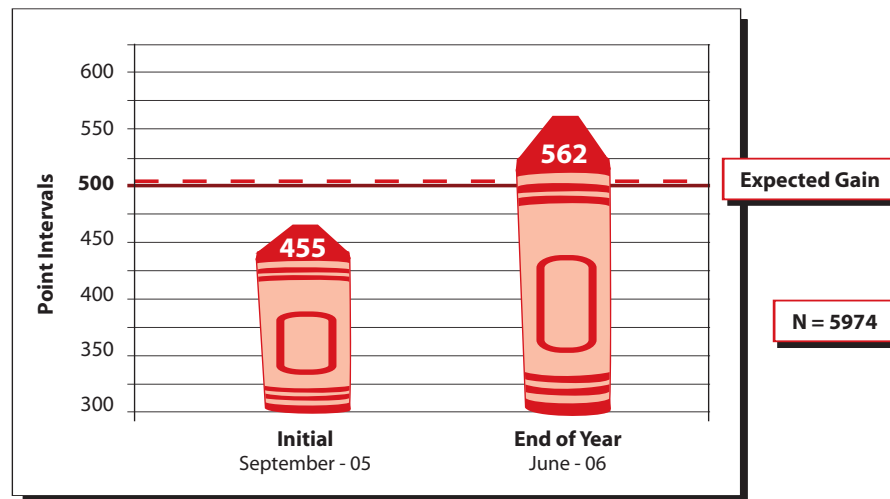
By the spring of 2006, Florida Head Start children had achieved many **Approaches to Learning** milestones, including:

- 98% participate in an increasing variety of experiences independently.
- 96% initiate preferred purposeful activities when playing in interest centers.
- 96% complete a simple self-selected task.
- 93% while playing say what s/he wants to accomplish.
- 91% describe the function of objects.
- 86% maintain concentration in an activity despite distractions or interruptions.

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 2005-2006, the developmental level of Florida Head Start children in the Nature and Science domain increased from 455 points to 562 points, a gain of 107 points, more than twice the expected gain (50 points) for preschool children.

## Nature and Science Developmental Gain 2005 - 2006



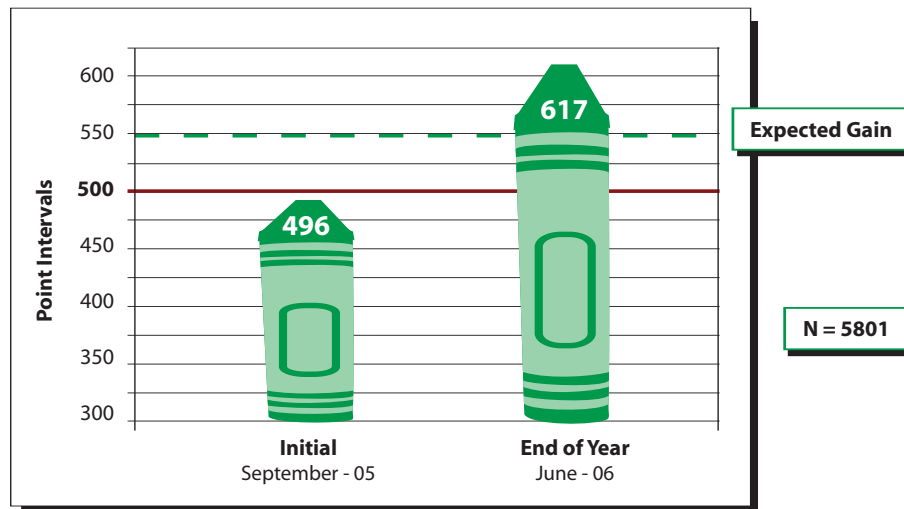
By the spring of 2006, Florida Head Start children had achieved many **Nature and Science** milestones, including:

- 97% attempt to learn about objects by taking them apart and rebuilding.
- 96% describe what an animal is doing as it is being observed.
- 96% distinguish plants from animals.
- 95% talk/draw about different weather conditions.
- 88% talk about characteristics of living things.
- 86% 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 2005-2006, the developmental level of Florida Head Start children in the Creative Arts domain increased from 496 points to 617 points, a gain of 121 points and more than double the expected gain (50 points) for preschool children.

### Creative Arts Developmental Gain 2005 - 2006



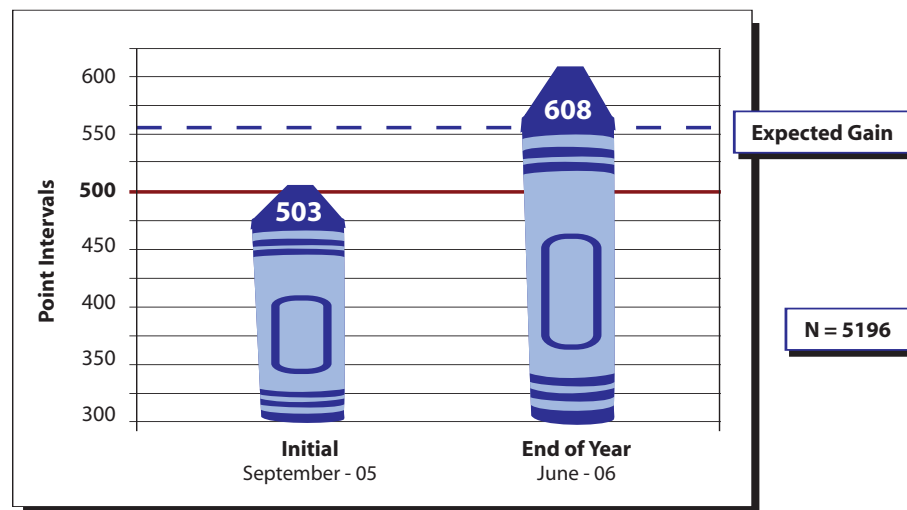
By the spring of 2006, Florida Head Start children had achieved many **Creative Arts** milestones, including:

- 96% sing or hum familiar songs or tunes.
- 95% work with other children on a cooperative art project.
- 94% take care of art materials/supplies.
- 91% act out real or make-believe characters during dramatic play.
- 88% draw representations of human or animal figures.
- 88% talk about the kinds of music enjoyed.

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 2005-2006, the developmental level of Florida Head Start children in the Fine and Gross Motor Skills domain increased from 503 points to 608 points, a gain of 105 points, more than twice the expected gain (50 points) for preschool children.

## Fine and Gross Motor Skills Developmental Gain 2005 - 2006



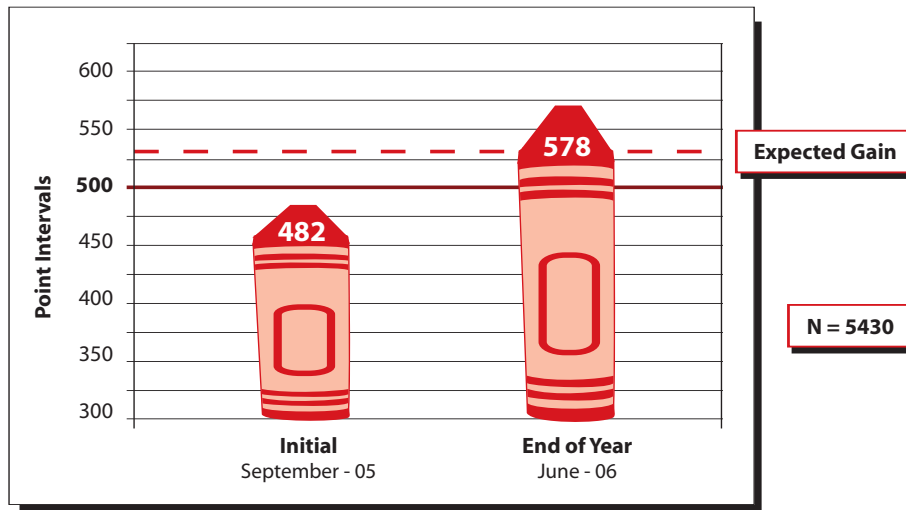
By the spring of 2006, Florida Head Start children had achieved many **Fine and Gross Motor Skills** milestones, including:

- 97% climb a short ladder.
- 97% correctly hold a crayon or pencil.
- 93% pedal and steer a tricycle around obstacles.
- 93% put a simple puzzle together.
- 92% balance on one foot for five seconds.
- 90% 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 2005-2006, the developmental level of Florida Head Start children in the Physical Health Practices domain increased from 482 points to 578 points, a gain of 96 points, nearly twice the expected gain (50 points) for preschool children.

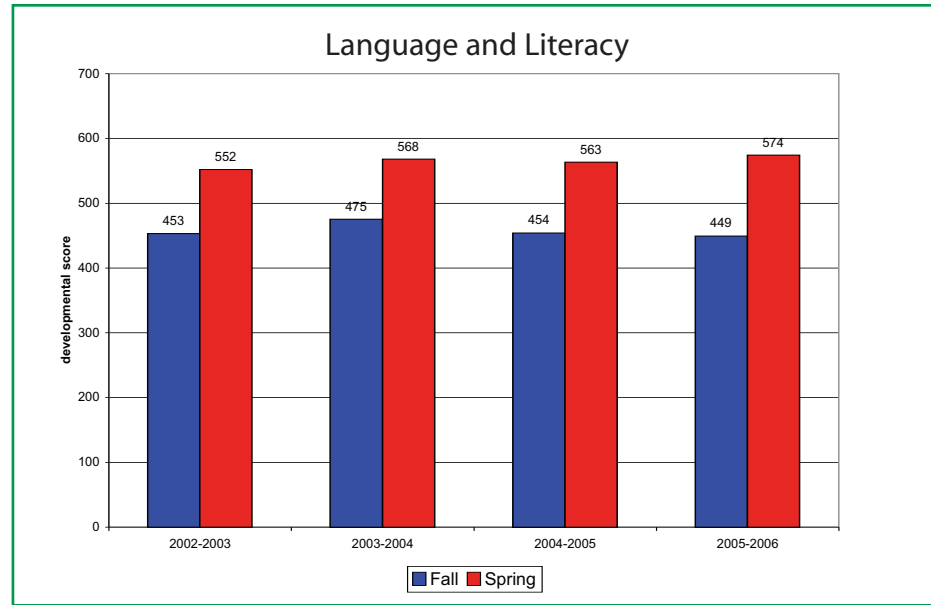
### Physical Health Practices Developmental Gain 2005 - 2006



By the spring of 2006, Florida Head Start children had achieved many **Physical and Health Practices** milestones, including:

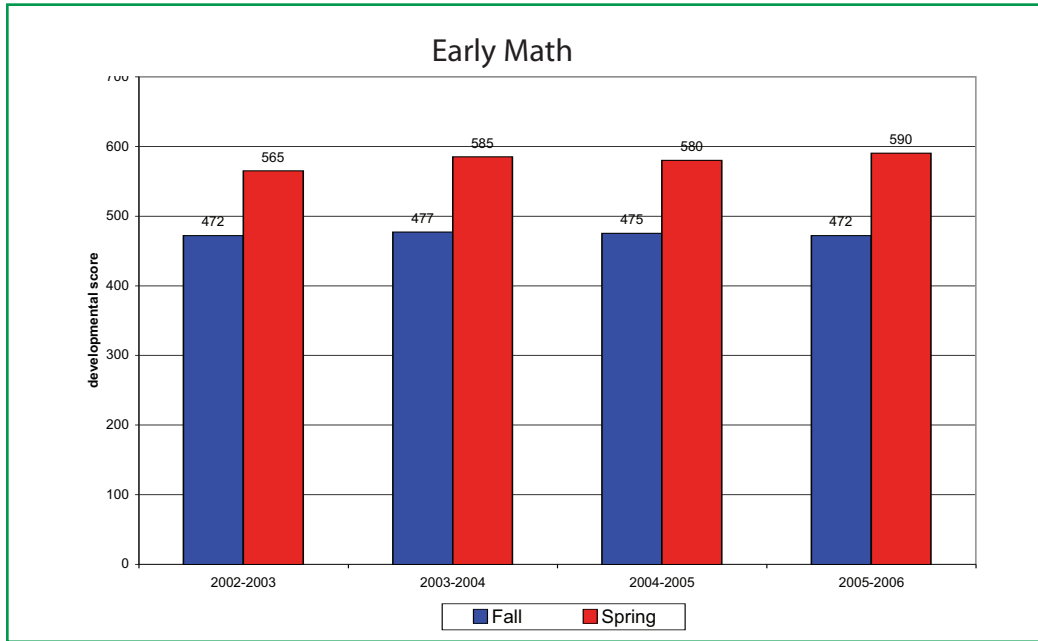
- 99% independently wash hands using soap and water.
- 95% assist in cleaning up spilt foods or liquids.
- 95% actively participate in outdoor games.
- 93% independently select and eat a variety of food types.
- 93% brush teeth in a correct fashion without assistance.
- 93% complete bathroom activities independently.

For the past four years the Florida Head Start Readiness data have been analyzed using the same procedure: Interval-level developmental growth scores have been computed for each of the eight 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.



Four 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 literature 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 one standard deviation below average in the Language and Literacy, Social Emotional, and Nature and Science domains.
- Children consistently arrive in the fall about one half 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 Practices average scores in the Creative Arts, Fine and Gross Motor Skills and Approaches to Learning domains.

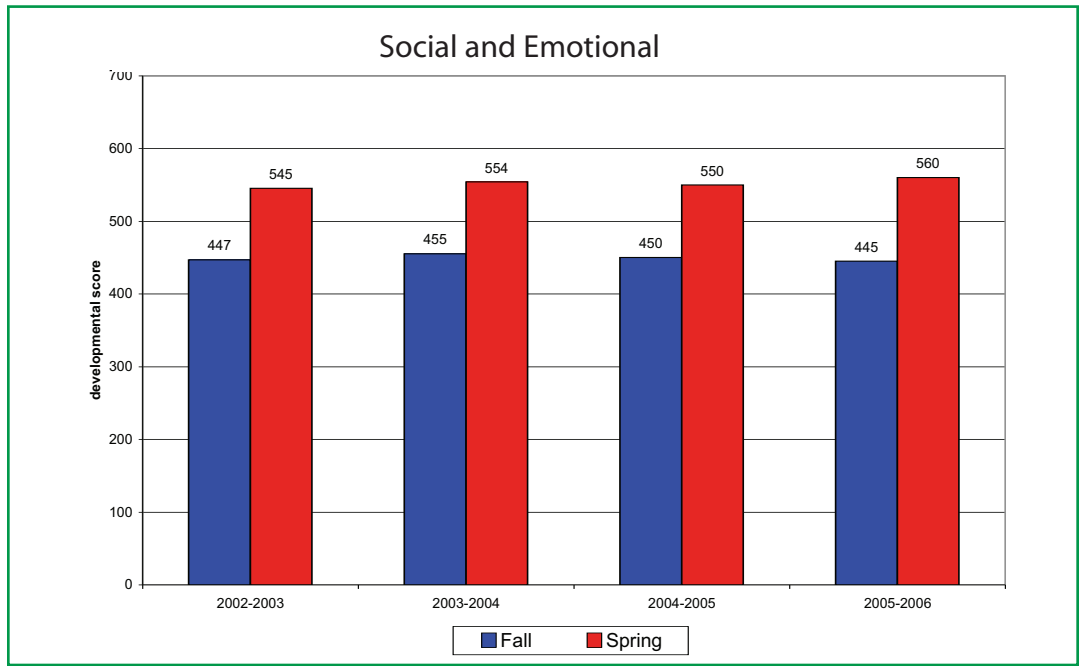
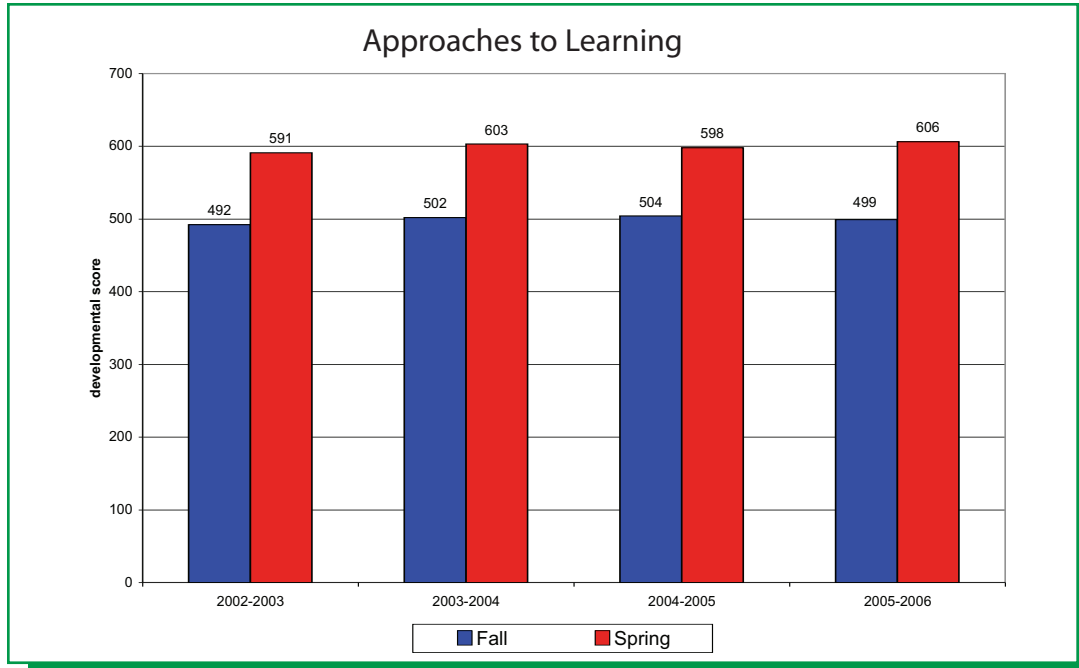


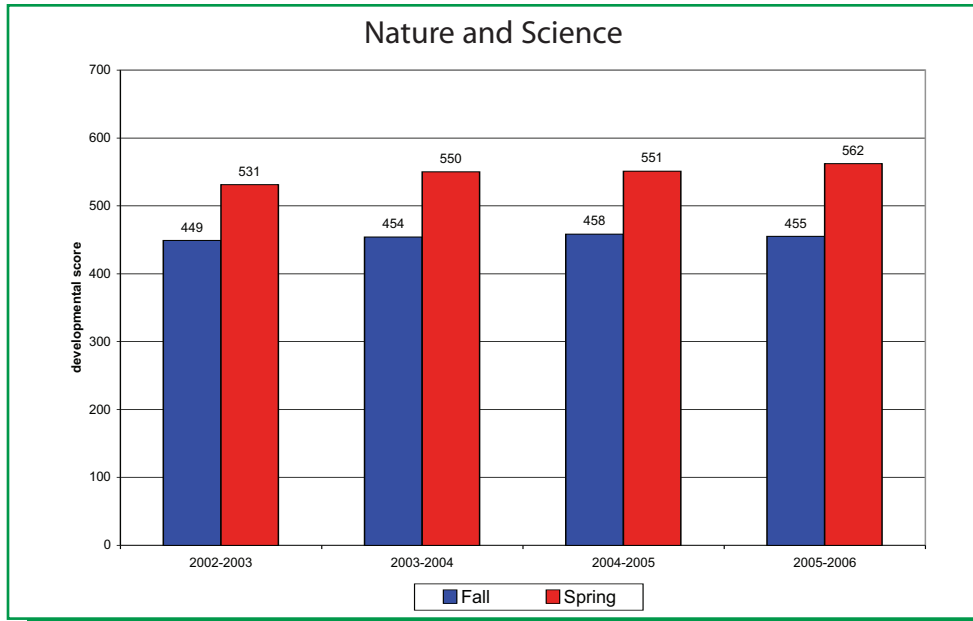
The analyses also show that Florida Head Start programs are highly effective in improving Head Start children's school readiness:

- For all four years, progress in all eight 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 significantly below average (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.

*I like the education my child received. She also developed good language skills, social skills, and now appears to be very happy. We appreciate Head Start .*

*— Head Start Parent*





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 three years Florida Head Start children have completed the program with average (550, 551, 562 respectively) Nature and Science developmental scores.
- Although gains in the critical language and literacy domain have increased the past two years (from +93 to +109 to +125), this has not been at the expense of other readiness domains where large increases across the school year are also present.

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 eight 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 eight (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 six 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 are not possible with some of these instruments because they lack interval level of measurement and developmental levels that are consistent across domains. If programs want to use data to measure program impact and progress toward standards, they will need to use instruments with these features.

■ ■ ■ ■ Programs should establish systems to ensure the 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.

■ ■ ■ ■ Programs should implement processes by which to analyze their child outcome data in order to make decisions for program improvements including staff development, curricula, classroom quality, documentation, materials, and other areas key to high quality early childhood programs.

■ ■ ■ ■ 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.

*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.

Stevens, J. Maggie. "Discussion of the Head Start National Impact Study Year One Findings." Head Start's Eighth National Research Conference. June, 2006. Washington, D.C.



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