



National Child Care Information Center

A service of the Child Care Bureau



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RESEARCH on HEAD START and EARLY HEAD START

The following organizations and publications have information about research on Head Start and Early Head Start. It includes information on the Head Start Family and Child Experiences Survey (FACES) research; research conducted by the Administration for Children and Families (ACF), U.S. Department of Health and Human Services (HHS); and research conducted by other organizations.

Federal Agency

■ **Head Start Bureau**

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Head Start is a child development program that has served low-income children and their families since 1965. The Head Start Bureau maintains this Web site as an electronic resource for Head Start service providers, parents, volunteers, community organizations, and others who share an interest in helping children look forward to a brighter future. The following resources relating to research and assessment are divided into two sections: the first describes the Head Start Family and Child Experiences Survey (FACES) research, and the second describes other research and statistics related to Head Start.

I. Head Start Family and Child Experiences Survey (FACES) Research

- Current information about the on-going FACES study is available on the Web at http://www.acf.hhs.gov/programs/core/ongoing_research/faces/faces_intro.html.
- *ACF Child Outcomes Research and Evaluation: Family and Child Experiences Survey (FACES)*, by the Office of Planning, Research, and Evaluation (OPRE), the Administration for Children and Families (ACF), U.S. Department of Health and Human Services (HHS), includes links to an introduction and information on the project team, data collection, the sub-study, instruments, "Performance Measures Report 2," "Performance Measures Report 3," FACES findings, and project presentations and papers. This information is available on the Web at http://www.acf.hhs.gov/programs/core/ongoing_research/faces/faces_pres_papers.html.
- "The Head Start Family and Child Experiences Survey (FACES): What are We Learning about Program Quality and Child Development?" (Winter 2003), a *Research Update*, in *Children and Families*, by Ruth Hubbell McKey, for the National Head Start Association, gives updated information about the Head Start Family and Child Experiences Survey

(FACES), a comprehensive study that examines child development, classroom quality, parent perceptions and experiences, and staff characteristics, knowledge, and opinions. Because data are now available on the 1997 and the 2000 groups of children, the research looks at how the program and children are changing over time. This information is available on the Web at http://www.acf.hhs.gov/programs/core/ongoing_research/faces/nhsa/nhsa_faces_w03.pdf.

- *Relationship of Program and Classroom Characteristics to Children's Cognitive Gains and Social Development in Head Start* (April 2003), by Nicholas Zill, Office of Planning, Research, and Evaluation (OPRE), Administration for Children and Youth (ACYF), U.S. Department of Health and Human Services (HHS), is a conference presentation that examines variations in children's cognitive and social-emotional development and their relationships to program and class characteristics that are believed to be associated with enhanced cognitive growth or emotional maturation. The study is a comparison of the 2000 cohort of the Head Start Family and Child Experiences Survey (FACES) to the 1997 cohort. The study found gains by children in vocabulary and early writing, and increased learning of letter recognition. The study also found significant gains in children's cooperative behavior and declines in problem behavior. This resource is available on the Web at http://www.acf.hhs.gov/programs/core/ongoing_research/faces/srcd2003/nick2003_quality_outcomes_final.pdf.
- *Understanding Quality in Head Start Classrooms: The Role of Teacher and Program-Level Factors* (April 2003), by Gary Resnick and Nicholas Zill, for the Head Start Bureau, Administration for Children and Families (ACF), U.S. Department of Health and Human Services (HHS), is a conference presentation that uses data from the Head Start Family and Child Experiences Survey (FACES) to address the following research questions:
 1. What is the quality of Head Start classrooms in 2000-2001, and how does it compare to quality reported in 1997-1998?
 2. What are the backgrounds, qualifications and experiences of Head Start teachers in 2000-2001 and were there any changes from the earlier cohort (1997-1998)?
 3. What is the relationship between the quality of Head Start classrooms and teacher qualifications, experience and attitudes and knowledge; which factors seem most important in explaining variations in quality?
 4. Do factors beyond the classroom, such as the types of curricula Head Start programs provide, the average teacher salaries, and characteristics of families served by the Head Start program explain variations in the quality of Head Start?

This resource is available on the Web at

http://www.acf.hhs.gov/programs/core/ongoing_research/faces/srcd2003/gary2003_srcd_quality_final.pdf.

- *Growth in Children's Literacy Skills in Head Start and Early Elementary School: Implications for Preschool Curricula* (April 2001), by Nicholas Zill, Gary Resnick, and Kevin O'Donnell, sponsored by the Administration for Children and Families (ACF), U.S. Department of Health and Human Services (HHS), uses longitudinal data from 1,613 children in the Head Start Family and Child Experiences Survey (FACES) to test three hypotheses: 1) Children who leave preschool with more developed language and decoding skills will do better in elementary school and be further along the path to reading by the end

of kindergarten; 2) The amount of benefit children derive from a preschool program is directly proportional to the quantity and quality of language-related activities in the program; and 3) Children who have received less language stimulation at home stand to gain more from literacy-related activities in preschool. The FACES child assessment appraised children's cognitive and perceptual-motor development in areas such as word knowledge, letter recognition, and knowledge of book and print conventions. The majority of children who entered Head Start came into the program with early literacy skills that were less developed than those of most children of the same age. Children showed significant gains in vocabulary and early writing compared to national norms in both Head Start and kindergarten. Although younger children who spent a second year in Head Start showed further increases in their average raw scores on three literacy-related tasks, they showed less gain or no gain with respect to national norms. Children who finished Head Start with more developed vocabulary and writing skills scored higher on assessments of these skills at the end of kindergarten. FACES results lend support to the three hypotheses. This resource is available on the Web at

http://www.acf.hhs.gov/programs/core/ongoing_research/faces/postconference.pdf.

- *Head Start FACES: Longitudinal Findings on Program Performance: Third Progress Report* (January 2001), by Nicolas Zill, published by the Head Start Bureau and the Office of Planning, Research and Evaluation (OPRE), Administration for Children and Families (ACF), U.S. Department of Health and Human Services (HHS), describes an ongoing, national, longitudinal study of the cognitive, social, emotional, and physical development of Head Start children; the characteristics, well-being and accomplishments of families; the observed quality of Head Start classrooms; and the characteristics and opinions of Head Start teachers and other program staff. Family and Child Experiences Survey (FACES) involves a nationally stratified random sample of 3,200 children and families in 40 Head Start programs, who were studied at entry into the program in Fall 1997, assessed in the Spring at the completion of one or two years of Head Start, and followed-up in the Spring of the kindergarten and first grade years. A new national cohort of FACES was launched in Fall 2000. FACES is designed to answer four central questions related to program performance objectives: 1) Does Head Start enhance children's development and school readiness? 2) Does Head Start strengthen families as the primary nurturers of their children? 3) Does Head Start provide children with high quality educational, health and nutritional services? 4) How is classroom quality related to child outcomes? The *Executive Summary* states that the study results showed that Head Start:

- narrows the gaps between disadvantaged children and all children in vocabulary and writing skills during the Head Start year;
- improves the social skills of Head Start children; and
- leads to continued improvements in word knowledge, letter recognition, math skills and writing skills by Head Start children relative to other children during the kindergarten year. (page i)

The *Executive Summary* is available on the Web at

http://www.acf.dhhs.gov/programs/core/pubs_reports/faces/meas_99_exec_summary.html. The complete report is available on the Web at

http://www.acf.dhhs.gov/programs/core/pubs_reports/faces/meas_99_intro.html.

- *FACES Findings: New Research on Head Start Program Quality and Outcomes: Head Start Family and Child Experiences Survey* (June 2000), by the Administration for Children and Families (ACF), U.S. Department of Health and Human Services (HHS), presents information based on data collected in Spring 1997, Fall 1997, and Spring 1998 for the Head Start Family and Child Experiences Survey (FACES), launched in Spring 1997. Findings are presented in three areas: classroom quality, benefits to children, and benefits to families. Among the findings highlighted are the following: Head Start classrooms have higher quality than most center-based early childhood programs; among classroom strengths are the schedule, atmosphere, provisions for parents, and provisions for children with special needs; benefits to children included significant growth in vocabulary, improvement in social skills and relationships, and gains in school readiness; and benefits to families included their reading to children, involving children in family activities, actively participating in their children's Head Start activities, and being satisfied with the program. The pamphlet concludes with a description of additional Head Start initiatives and sources for additional information. This resource is available on the Web at http://www.acf.dhhs.gov/programs/core/ongoing_research/faces/pamphlet/facefindings.pdf.
- *What Children Know and Can Do At the End of Head Start and What It Tells Us About The Program's Performance* (1999), by Nicholas Zill, Gary Resnick, and Ruth Hubbell McKey, published by the Head Start Performance Measures Center (PMC), Administration for Children and Families (ACF), U.S. Department of Health and Human Services produced by Head Start Family and Child Experiences Survey (FACES), is one of a series of papers in a national longitudinal study of the cognitive, social, emotional, and physical development of Head Start children; the characteristics, well-being, and accomplishments of families; the observed quality of Head Start classrooms; and the characteristics, needs, and opinions of Head Start teachers and other program staff. This resource is available on the Web at http://www.acf.dhhs.gov/programs/core/ongoing_research/faces/presentations_papers/albqfin12.html.

II. Additional Head Start-Sponsored Research and Statistics

- The Head Start Bureau Web page, *Research and Statistics*, which includes Head Start Statistical Fact Sheets and Recent Reports, is available on the Web at <http://www2.acf.dhhs.gov/programs/hsb/research/index.htm>.
- *Relationship of Family and Parental Characteristics to Children's Cognitive and Social Development in Head Start* (2003), by Mary Ann D'Elio, Robert W. O'Brien, and Michael Vaden-Kiernan, for Child Outcomes Research and Evaluation, Administration for Children and Families (ACF), U.S. Department of Health and Human Services (HHS), related child behaviors and family outcomes to risk factors, including maternal depression, exposure to violence and domestic violence, and involvement with the criminal justice system, and protective factors such as family activities and family support from Head Start. This Microsoft PowerPoint presentation is available on the Web at http://www.acf.hhs.gov/programs/core/ongoing_research/faces/srcd2003/maryann2003_srcd_family_final.pdf.
- *Child Care: Research Brief* (January 2003), by the of Early Head Start Research and Evaluation Project, Administration for Children and Families (ACF), U.S. Department of Health and Human Services (HHS), explores the extent to which Early Head Start was able to meet the expectations for Early Head Start children to receive good quality child care and for Early Head Start to extend resources to enhance quality in child care in communities where programs are located. It shows that considerable progress has been made towards these goals and provides suggestions for the future. This resource is available on the Web at http://www.acf.dhhs.gov/programs/core/ongoing_research/ehs/dissemination/research_briefs/research_brief_childcare2.pdf.
- *Early Head Start Benefits Children and Families* (June 2002), by the Administration for Children and Families (ACF), U.S. Department of Health and Human Services (HHS), examines the benefits of Early Head Start for 3,000 children and families at 17 sites. Half the children received Early Head Start services, while the other half were assigned to a control group that did not receive these services. Children were assessed at 14, 24, and 36 months old. Early Head Start programs produced significant, positive impacts on standardized measures of children's cognitive and language development. Programs choosing different approaches to serving families achieved different patterns of success. Programs were characterized according to the options they offered families: center-based, home-based, or mixed. Mixed-approach programs demonstrated the strongest pattern of impacts for the families they served. These programs consistently enhanced children's language development and aspects of social-emotional development. Implementing the Head Start Program Performance Standards early and fully is important for maximizing impacts on children and families. Programs that enroll families during pregnancy, or very early in the child's life, have the greatest chance to effect change. The broad impacts on child development, combined with changes in parents' support for language and literacy, provide a foundation that subsequent programs can build on to continue the Early Head Start gains. This resource is available on the Web at http://www.acf.dhhs.gov/programs/core/ongoing_research/ehs/dissemination/research_briefs/research_brief_overall.pdf.

- *The Head Start Path to Positive Child Outcomes* (June 2001), developed by the Head Start Bureau, Administration for Children and Families (ACF), U.S. Department of Health and Human Services (HHS), is intended to guide Head Start programs in their ongoing assessment of the progress and accomplishments of children and in their efforts to analyze and use data on child outcomes in program self-assessment and continuous improvement. The Framework is composed of eight general Domains, 27 Domain Elements, and 100 examples of more specific Indicators of children's skills, abilities, knowledge, and behaviors. The Framework is based on the Head Start Program Performance Standards, Head Start Program Performance Measures, provisions of the Head Start Act as amended in 1998, advice of the Head Start Bureau Technical Work Group on Child Outcomes, and a review of documents on assessment of young children and early childhood program accountability from a variety of State agencies and professional organizations. This resource is available on the Web at <http://www.hsnrc.org/CDI/pdfs/Outcomesbroch.pdf>.
- *Early Head Start Research: Building Their Futures: How Head Start Programs are Enhancing the Lives of Infants and Toddlers in Low-Income Families - Summary Report* (January 2001), by Head Start Bureau and the Commissioner's Office of Research and Evaluation, Administration for Children and Families (ACF), U.S. Department of Health and Human Services (HHS), presents an analysis of the impacts that the research programs have had on children's development, parenting, and family development through 2 years of age. It found a pattern of positive findings across a wide range of key domains important for children's well-being and future development. This document is available on the Web at <http://www.mathematica-mpr.com/publications/PDFs/buildingvol1.pdf>.
- *Ensuring Quality and Accountability Through Leadership, A Training Package: User's Guide based on the National Head Start Child Development Institute* (December 2000), by the Head Start Bureau, Administration for Children and Families (ACF), U.S. Department of Health and Human Services (HHS), is a multimedia educational package that is intended to provide the means to continue the learning opportunities started at the National Head Start Child Development Institute. The National Head Start Child Development Institute, held in Washington, DC, December 4-8, 2000, was a training event for over 3,200 education leaders from Head Start and Early Head Start grantees and delegate agencies throughout the country. The week-long professional seminar was grounded in the Head Start Program Performance Standards and the Head Start Child Outcomes Framework. Each area of content and each faculty member is represented in the training package, along with supplementary materials that provide for a complete learning experience. This resource is available on the Web at <http://www.hsnrc.org/CDI/UGintro.cfm>.
- *Evaluation of Head Start Family Child Care Demonstration: Final Report* (February 2000), by the RMC Research Corporation, prepared for the Commissioner's Office of Research and Evaluation and the Head Start Bureau, Administration for Children and Families (ACF), U.S. Department of Health and Human Services (HHS), describes the results of evaluations of family child care demonstration grants which were given to 18 Head Start agencies to establish and implement family child care home programs for providing Head Start services. After an initial planning and start-up year, two cohorts of children (1993 and 1994) were randomly assigned to either family child care homes or center classrooms. The evaluation team measured program quality and adherence to Head Start Performance Standards in the

two settings and conducted assessments of the children’s cognitive, social-emotional, and physical development at the beginning and end of the Head Start year and in the middle of the kindergarten year. In addition, parent perspectives on the program and overall program satisfaction were probed. This resource is available on the Web at http://www.acf.hhs.gov/programs/core/pubs_reports/hseval/hseval_toc.html.

National Organizations

■ Center for Law and Social Policy (CLASP)

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CLASP is a national nonprofit organization with expertise in both law and policy affecting the poor. Through education, policy research and advocacy, CLASP seeks to improve the economic security of low-income families with children and secure access for low-income persons to our civil justice system. The following publications relate to research on Head Start:

- “Moving Forward: Head Start Children, Families, and Programs in 2003” (June 2004), *Head Start Policy Brief* No. 5, by Katherine Hart and Rachel Schumacher, published by the Center for Law and Social Policy, describes the picture for Head Start and Early Head Start children, families, and programs in the 2002–2003 program year. In 2003, CLASP released a series of analyses of data from 2001 and 2002, identifying key trends since the program was last reauthorized in 1998 and new data never gathered before for the PIR. This brief presents 2003 data, which largely confirm these trends, and also highlights several changes of five percentage points or greater since 2002. This resource is available on the Web at http://www.clasp.org/DMS/Documents/1088017582.58/HS_brf_5.pdf.
- “Head Start Comprehensive Services: A Key Support for Early Learning for Poor Children” (January 2004) *Policy Brief* No. 4, by Kate Irish, Rachel Schumacher, and Joan Lombardi, describes the comprehensive services Head Start children receive. It presents data from Head Start Program Information Reports (PIR) from the most recent program year, 2001–2002, and compares them, when possible, to national data on the services low-income children and families receive. It finds that Head Start children receive more health and dental services than other poor children. This resource is available on the Web at http://www.clasp.org/DMS/Documents/1075300806.3/HS_brf_4.pdf.
- “Serving America’s Youngest: A Snapshot of Early Head Start Children, Families, Teachers, and Programs in 2002” (June 2003) *Policy Brief* No. 3, by Kate Irish, Rachel Schumacher, and Joan Lombardi, synthesizes Early Head Start data from the most recently available program year, 2001–2002. The data are from Program Information Reports (PIR) submitted to HHS by all Head Start programs. This brief offers the first detailed examination of 2002 PIR Early Head Start data, describing the unique features of the program and placing them in the context of the overall Head Start program. This resource is available on the Web at http://www.clasp.org/DMS/Documents/1056552655.59/HS_brief3.pdf.
- “What’s New in 2002? A Snapshot of Head Start Children, Families, Teachers, and Programs” (May 2003) *Policy Brief: Head Start Series* No. 2, by Rachel Schumacher and

Kate Irish, analyzes Head Start Program Information Report (PIR) data and describes the picture for Head Start children, families, teachers, and programs in the 2001-2002 program year, highlighting new data never gathered before for the PIR. This resource is available on the Web at http://www.clasp.org/DMS/Documents/1053092277.32/HS_brief2.pdf.

- *Preparing for Success: How Head Start Helps Children with Disabilities and Their Families* (May 2003), by Jennifer Mezey (CLASP) and Katherine Beh Neas (Easter Seals), details the requirements that Head Start grantees must meet to serve children with disabilities and provides data on how the programs are meeting them. In 2002, 13 percent of the children in Head Start and Early Head Start (over 125,000 children) were diagnosed with a disability; the great majority of these children received special education and related services to address their disabilities. This resource is available on the Web at http://www.clasp.org/DMS/Documents/1052934362.69/HS_disabilities.pdf.
- *Promoting the Health of Poor Preschool Children: What Do Federal Head Start Performance Standards Require?* (May 2003), by Rachel Schumacher, describes the specific Head Start requirements for the provision of health screenings, follow-up, and linkages to services to participating children and their families and provides data on health services provided to Head Start children and families in 2002. This resource is available on the Web at http://www.clasp.org/DMS/Documents/1053012415.12/HS_health.pdf.
- “A Snapshot of Head Start Children, Families, Teachers, and Programs: 1997 and 2001” (March 2003) *Policy Brief: Head Start Series* No. 1, by Rachel Schumacher and Tanya Rakpraja, describes the program—and the children and families it serves—and how they have changed since the last reauthorization in 1998. This policy brief, an analysis of Head Start Program Information Report (PIR) data, compares key PIR data from the most recently available program year, 2000-2001, with data from the 1996-1997 program year. This resource is available on the Web at http://www.clasp.org/DMS/Documents/1047305635.76/Head_Start_brief1.pdf.

■ **ZERO TO THREE: The National Center for Infants, Toddlers, and Families**

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ZERO TO THREE is one of the nation's leading resources on the first three years of life. Its aim is to strengthen and support families, practitioners, and communities to promote the healthy development of babies and toddlers. In collaboration with WestEd of Sausalito, California, ZERO TO THREE operates the Early Head Start National Resource Center (EHS NRC) which was created in 1995 by the Head Start Bureau.

Additional Resources

■ “Ask the Expert: Closing the Achievement Gap: Head Start and Beyond” (Summer 2004), in *The Evaluation Exchange* Vol. X, No. 2, published by the Harvard Family Research Project, includes comments about the past and future of Head Start from Ed Zigler, Sterling Professor of Psychology at the Bush Center for Child Development; Ron Haskins, senior policy analyst at the Brookings Institution; and G. Reid Lyon, branch chief in the Child Development and Behavior Branch at the National Institute of Child Health and Human Development. They discuss the original design for Head Start, and the research, evaluation, and strategies that address the achievement gap. This resource is available on the Web at <http://www.gse.harvard.edu/hfrp/eval/issue26/expert.html>.

■ “What Can Be Learned From State-Funded Prekindergarten Initiatives? A Data-Based Approach to the Head Start Devolution Debate” (2004), by Walter S. Gilliam and Carol H. Ripple, in *The Head Start Debate (Friendly and Otherwise)*, by Ed Zigler and S.J. Styfco (Eds.), published by Yale University Press, looks at how States have fared thus far with implementing their own prekindergarten programs, as a way of predicting how States might manage if they gained control over Head Start funds. Specifically the authors look at State-funded preschool programs in terms of

- Program Structure—administration and location, guidelines and oversight;
- Program Accessibility—eligibility requirements and participation barriers;
- Program Duration and Intensity;
- Classroom Characteristics—class size, teacher-child ratios and teacher qualifications ;
- Comprehensive Services; and
- Parent Involvement Efforts.

This resource is available on the Web at

<http://nieer.org/resources/research/HeadStartChapter.pdf> .

■ *Head Start: Better Data and Processes Needed to Monitor Underenrollment: Report to Congressional Requesters (GAO-04-17)* (December 2003), U.S. General Accounting Office (GAO), examines what is known about the extent to which Head Start programs are under enrolled; Administration for Children and Families (ACF) Regional officials' and Head Start grantees' views on what factors contribute to under enrollment; and what actions ACF and grantees have taken to address under enrollment. This resource is available on the Web at <http://www.gao.gov/new.items/d0417.pdf>.

■ *Head Start: Increased Percentage of Teachers Nationwide Have Required Degrees, but Better Information on Classroom Teachers' Qualifications Needed (GAO-04-05)* (October 2003), by the U.S. General Accounting Office (GAO), examines the extent to which Head Start has met legislative mandates concerning teacher qualifications; whether Head Start teacher salaries have increased and enabled grantees to attract and retain teachers with degrees; and the extent to which degrees and other programs in early care and education are available for Head Start teachers and if grantees have taken steps to enhance access to them. Special attention is paid to the limited amount of access for rural states. This resource is available on the Web at <http://www.gao.gov/cgi-bin/getrpt?GAO-04-5>.

■ *Head Start: Curriculum Use and Individual Child Assessment in Cognitive and Language Development (GAO-03-1049)* (September 2003), by the U.S. General Accounting Office (GAO), formally conveys information provided during briefings on May 15, 2003 and June 6, 2003 to staff of the House Committee on Education and the Workforce, U.S. Congress. It reports on the extent to which Head Start programs have made progress in meeting performance standards for cognitive and language development; the extent to which local Head Start programs' use of curricula has changed since the performance standards for children's cognitive and language development were issued; and the extent to which local Head Start programs have used teacher mentoring and individual child assessments to support curriculum planning. Two specific curricula that are discussed are Creative Curriculum and High/Scope. This resource is available on the Web at <http://www.gao.gov/new.items/d031049.pdf>.

■ *Head Start Improves Achievement and Reduces Crime* (2003), by Fight Crime: Invest in Kids, reports that quality prekindergarten programs such as Head Start are good investments to society because they produce positive, long-term impacts on children from low-income families. The report highlights research that shows Head Start is preparing children to become productive members of society by successfully addressing behavioral problems early in life and by increasing high school graduation rates. Additional funding for Head Start is necessary to improve the quality and scope of Head Start. The report highlights the impact of quality, as demonstrated by teacher qualifications, compensation and content of curriculum. This resource is available on the Web at <http://www.fightcrime.org/reports/HeadStartBrief.pdf>.

■ *Strengthening Head Start: What the Evidence Shows* (June 2003), by Assistant Secretary for Planning and Evaluation, U.S. Department of Health and Human Services (HHS), states that the single most important goal of the Head Start reauthorization should be to improve Head Start and other preschool programs to ensure children are prepared to succeed in school. This paper describes the limited educational progress for children in Head Start and the problems resulting from a fragmented approach to early childhood programs and services. The paper also presents evidence from early childhood research and documents State efforts that have successfully addressed these problems. Finally, the paper explains the President's proposal for Head Start reauthorization, which builds on the evidence to strengthen the program and, through coordination, improve preschool programs in general to help ensure that children are prepared to succeed in school. This resource is available on the Web at <http://aspe.hhs.gov/hsp/StrengthenHeadStart03/index.htm>.

■ "Head Start Improves the Pre-reading Skills of Poor Children" (March 2003), in *Concerning Kids*, highlights efforts to measure early learning progress of children in Ohio's Head Start programs. Using Galileo, a computer-based assessment system, teachers document the skills that children demonstrate during daily program activities. One program documented a twelve-fold increase in the

percentage of children who could demonstrate at least 47 specific language and literacy skills by years' end. Only four percent of children demonstrated this level of skills at the beginning of the year. This resource is available on the Web at <http://www.kidsohio.org/concerningkids/Default.htm>.

■ *Pathways to Quality and Full Implementation in Early Head Start Programs* (December 2002), by Ellen Eliason Kisker, Diane Paulsell, John M. Love, and Helen Raikes, for Office of Planning, Research, and Evaluation (OPRE), Administration for Children and Families (ACF), U.S. Department of Health and Human Services (HHS), is a final report of the National Early Head Start Research and Evaluation project and describes lessons from the implementation analysis of the experiences of the 17 research programs as they developed between their initial funding in 1995 or 1996 and the final site visits in Fall 1999. It found that the Early Head Start centers provided good-quality care to infants and toddlers, and initiated efforts to enhance quality in community child care programs that Early Head Start children attended. It also found that attention to staff training, supervision, and support sustained high ratings of staff satisfaction and commitment. This resource is available on the Web at http://www.acf.hhs.gov/programs/core/ongoing_research/ehs/pathways/pathways_title.html.

■ *The Battle Over Head Start: What the Research Shows* (September 13, 2002), by W. Steven Barnett, National Institute for Early Education Research (NIEER), from a paper delivered at a congressional Science and Public Policy briefing, states that nearly four decades of research establish that Head Start delivers the intended services and improves the lives and development of the children and families it serves. This resource is available on the Web at <http://nieer.org/resources/research/BattleHeadStart.pdf>.

■ *Investing in Better Outcomes: The Delaware Early Childhood Longitudinal Study (DeCLS)* (April 2002), prepared for the Delaware Interagency Resource Management Committee and Delaware's Department of Education, Department of Health and Social Services, and the Department of Services to Children, Youth, and their Families, describes a longitudinal study that was designed to follow a group of children as they entered kindergarten in the Fall of 1997. DeCLS was designed to follow the children from their kindergarten experience through their third grade year, coinciding with their participation in the 3rd grade Delaware State Testing Program (DSTP). One of the primary questions of the study asked how children with disabilities or living in poverty who received early intervention programming compared to children in similar situations who did not receive early intervention services. The study found:

- Students who participated in ECAP or Head Start services were significantly more likely to meet or exceed the standard on their third grade reading and math DSTPs than those students living in poverty who did not receive the ECAP or Head Start services. (page 10)
- Students who received ECAP or Head Start services had significantly higher grades than their peers. (page 12)
- Students who received ECAP or Head Start services had a grade retention rate of 6.67, less than half that of a comparable group of students. (page 12)

This resource is available on the Web at http://www.doe.state.de.us/early_childhood/research/DECLS02.pdf.

■ “A Fresh Start for Head Start?” (March 2001), *Children’s Roundtable Report Policy Brief* No. 5, by Janet Currie, for the Brookings Institution, discusses research that addresses questions about whether the Head Start program works and whether it should place more emphasis on specific academic goals, such as reading readiness. This resource is available on the Web at <http://www.brook.edu/dybdocroot/comm/childrensroundtable/issue5.pdf>.

■ *Longer Term Effects of Head Start* (December 2000), financed by the National Science Foundation (SBR-9512670) and National Institute for Child Health and Human Development, provides evidence on the effects of participation in Head Start on schooling attainment, earnings, and criminal behavior. Among whites, participation in Head Start is associated with a significantly increased probability of completing high school and attending college, and there is some evidence of elevated earnings in one’s early twenties. African Americans who participated in Head Start are significantly less likely to have been charged or convicted of a crime. The evidence also suggests that there are positive spillovers from older children who attended Head Start to their younger siblings. This resource is available on the Web at <http://www.econ.ucla.edu/people/papers/Currie/Currie139.pdf>.

■ *Into Adulthood: A Study of the Effects of Head Start* (August 2000), by High/Scope Press, presents results of a 17-year follow-up study of 622 young adults. The study found evidence of important effects on school success and crime. The study also examined the effects of a Head Start program that used the High/Scope educational approach. Children who attended Head Start classes that used this approach rather than the standard Head Start Curriculum of the time had a significantly higher grade point average throughout their schooling and experienced fewer than half as many criminal convictions by age 22 (page 1). A summary is available on the Web at <http://www.highscope.com/research/HeadStartStudy.htm>.

■ *Early Childhood Intervention Programs: What Do We Know?* (April 2000), commissioned by the Brookings Roundtable on Children, reviewed the literature on early childhood interventions, focusing on center-based programs for children between birth and school entry that emphasize school readiness as a goal. The studies reviewed did not produce consistent evidence of the long-term effectiveness of early intervention. However, the more rigorous studies tended to find larger and more significant long-term effects. The report proposes that the proven shorter and medium-term benefits of Head Start already pay back much of the cost of the program. This resource is available on the Web at <http://www.brook.edu/es/research/projects/cr/doc/currie20000401.pdf>.

■ *Preschool Education: Federal Investment for Low-Income Children Significant but Effectiveness Unclear (T-HEHS-00-83)* (April 11, 2000), by the U.S. Government Accounting Office (GAO), examines how effectively different programs that receive Federal funds prepare children for school. Although Head Start and Even Start studies have shown that the skills of participating children have improved, the studies have not provided definitive results on the extent to which these improvements can be attributed to the programs. However, HHS and the U.S. Department of Education are making progress in assessing the effectiveness of their preschool programs. In contrast, the effectiveness of block grant funds is not being evaluated for school readiness because it is not a primary goal of these programs. This resource is available on the Web at <http://www.gao.gov/archive/2000/he00083t.pdf>.

■ *GAO Report: Early Childhood Programs: Characteristics Affect the Availability of School Readiness Information (HEHS-00-38)* (February 28, 2000), by the U.S. Government Accounting Office (GAO), develops a categorization of Federal early childhood education and care programs for a better understanding of the Federal involvement in achieving school readiness and determines what is known about the effectiveness of selected programs in contributing to school readiness. This resource is available on the Web at <http://www.gao.gov/archive/2000/he00038.pdf>.

■ *Head Start-Child Care Partnership Study* (Winter 2000), by Sharon L. Kagan, Marce Verzaro-O'Brien, Una Kim, and Megan Formica, for The Bush Center in Child Development and Social Policy, Yale University, is an investigation into the nature and process of Head Start collaboration using the Head Start-child care partnerships as an exemplar. This resource is available on the Web at <http://www.quilt.org/Home/pdfdocs/BushBooklet.pdf>.

Related Resource

■ “Extended Childhood Intervention Prepares Children for School and Beyond” (May 9, 2001), by Ed Zigler and Sally J. Styfco, in the *Journal of the American Medical Association (JAMA)*, published by JAMA, reviews the principles of the Head Start approach and what has been learned about its effectiveness and the importance of multi-layered services for preschool children in poverty and their parents. It notes:

The results indicate that health and quality educational services, delivered in a venue that involves parents and strengthens families, can improve developmental outcomes among poor children. (page 2379)

It cautions that, although a year in Head Start or similar programs can ameliorate the impact of poverty, alone it cannot inoculate a child indefinitely against the long-term impacts of poor health and nutrition, low-performing schools, and impoverished neighborhoods. This resource is available on the Web at <http://jama.ama-assn.org/issues/v285n18/fpdf/jed10024.pdf>.

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