A Whole-Child Perspective on Head Start Reform: Findings on Children's Cognitive and Socio-Emotional Development from FACES 2000

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Papers and Authors

- Overview of Cognitive and Social-Emotional Findings - Louisa Tarullo
- Relationship Between Curricula and Family, Program and Classroom Characteristics -Ruth Hubbell-McKey, Shefali Pai-Samant, Alberto Sorongon
- Understanding Quality in Head Start Classrooms: The Role of Teacher and Program Factors - Gary Resnick and Nicholas Zill



- Relationship of Program and Classroom Characteristics to Children's Cognitive Gains and Social Development - Nicholas Zill
- Relationship of Family and Parental Characteristics to Children's Cognitive and Social Development - Mary Ann D'Elio, Robert O'Brien, and Michael Vaden-Kiernan
- Predictive Validity of Cognitive and Behavioral Measures in Head Start: Relationships Within and Across Cognitive and Social Developmental Domains - Alberto Sorongon, Kwang Kim, and Kevin O'Donnell

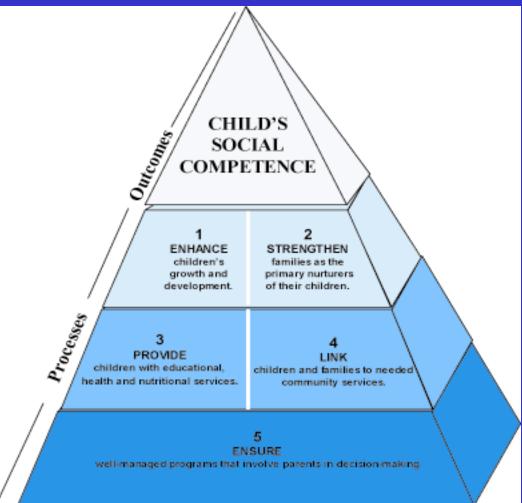


Head Start FACES Study

- Two cohorts, Fall 1997 (3200 in 40 programs) and Fall 2000 (2800 in 43 programs)
- Provides longitudinal findings on Head Start quality and outcomes
- Stratified national probability samples of Head Start programs, families and children
- Direct assessments of children at start and end of Head Start and end of Kindergarten
- Direct observations of classroom quality
- Teacher and parent interviews



Head Start Program Performance Measures Conceptual Framework





Cognitive Gains During the Head Start Year and Achievement in Kindergarten

- Research Questions:
 - What knowledge and skills do children have when they enter Head Start?
 - Do children make significant gains during the Head Start year? During Kindergarten?
 - How do these gains vary across skill levels and domains?
 - How do these gains compare across two cohorts?



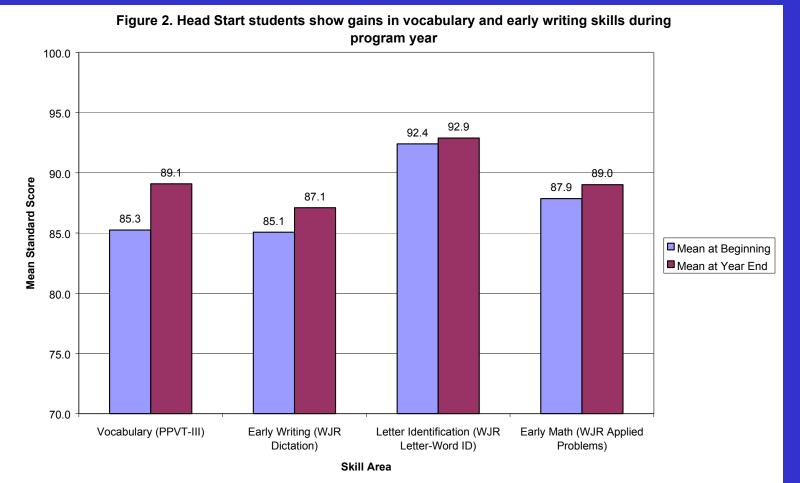
Most Children Entering Head Start Have Academic Skills Below National Norms

Figure 1. Most children entering Head Start have academic skills below national norms 110.0 104.7 104.0 102.8 101.1 100.0 92.4 Mean Standard Score (Norm = 100) 90.0 87.9 85.3 85.1 82.9 Mean 80.0 I owest Quartile Highest Quartile 70.8 69.0 70.0 67.0 60.0 50.0 Letter Identification Vocabulary Early Writing Early Math Skill Area

SOURCE: Head Start Family and Child Experiences Survey (FACES), fall 2000, children assessed in English in both fall and spring.



Head Start Children Show Gains in Vocabulary and Early Writing During Program Year

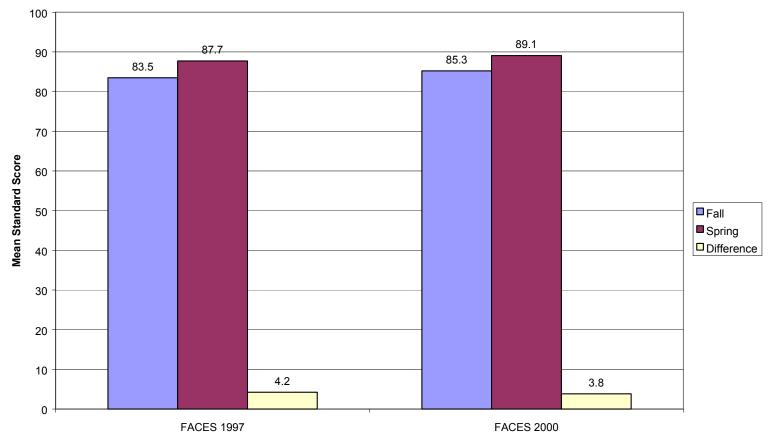


SOURCE: Head Start Family and Child Experiences Survey (FACES), fall 2000 and spring 2001, children assessed in English in both fall and spring.



Head Start Children Show Comparable Gains in Vocabulary in Both Cohorts

Figure 3. Vocabulary Standard Scores of Children in Fall and Spring of Head Start Year: FACES 1997 versus FACES 2000



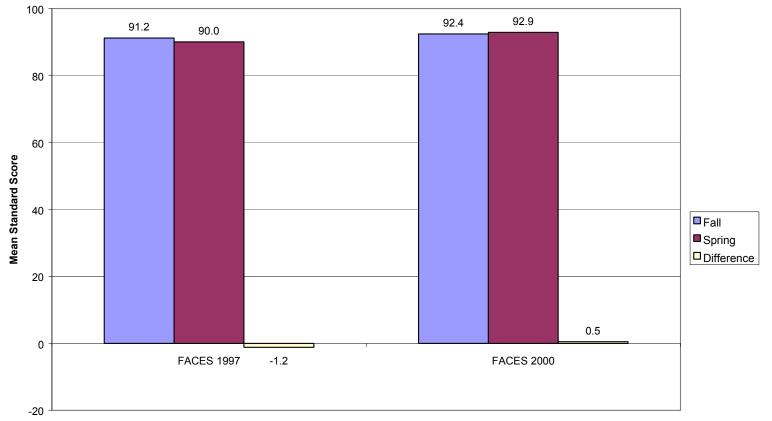
SOURCE: Head Start Family and Child Experiences Survey (FACES), Fall 1997-Spring 1998, Fall 2000-Spring 2001, children

ish language assessments both ti



Head Start Children Show Greater Gains in Letter Knowledge in 2000-2001

Figure 5. Letter Identification Standard Scores of Children in Fall and Spring of Head Start Year: FACES 1997 versus FACES 2000

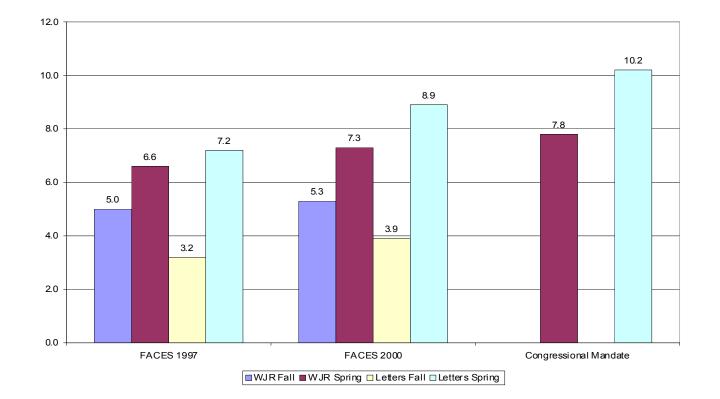


SOURCE: Head Start Family and Child Experiences Survey (FACES), Fall 1997-Spring 1998, Fall 2000-Spring 2001, children receiving English language assessments both times.



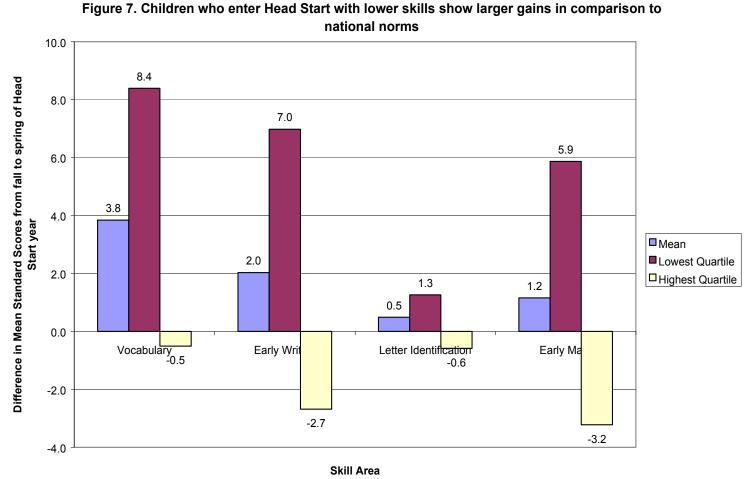
How Many Letters Do They Know?

FACES LWI Mean Scores and Number of Letter Equivalents





Children Who Enter with Lower Skills Show Greater Gains

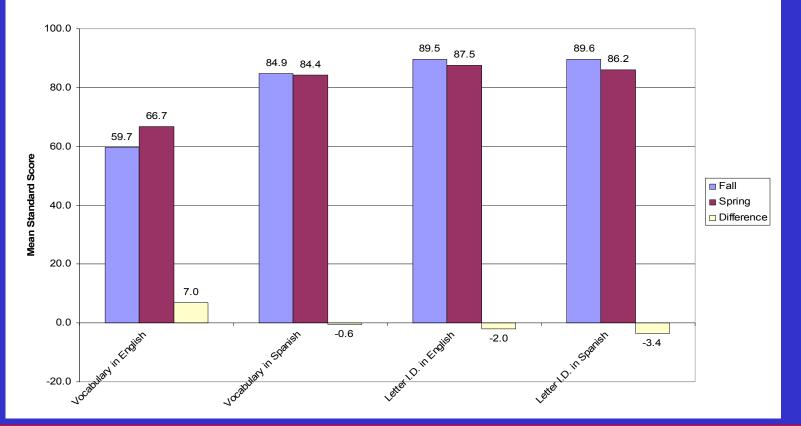


SOURCE: Head Start Family and Child Experinces Survey (FACES), fall 2000 and spring 2001, children receiving assessments in English both times.



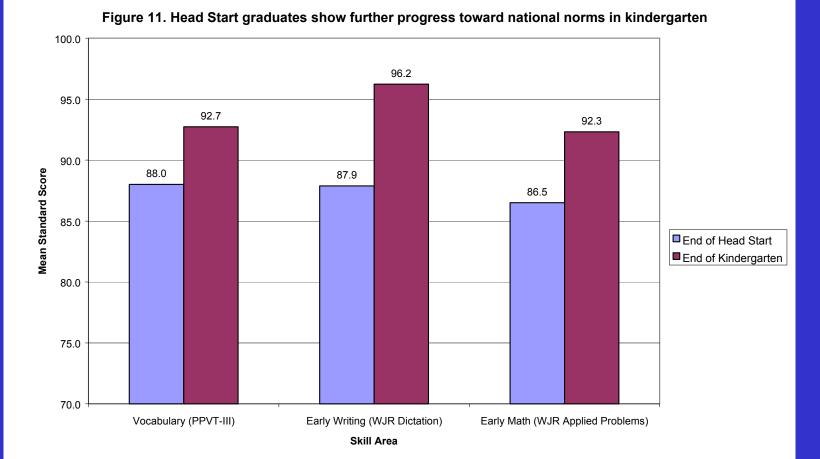
Spanish Speaking Children Progress in English Vocabulary, Maintain Spanish Vocabulary

Figure 10. Vocabulary and Letter Identification Skills in English and in Spanish of Head Start Children From Spanish-Speaking Language Minority Families





Head Start Graduates Progress Toward National Norms in Kindergarten



SOURCE: Head Start Family and Child Experiences Survey (FACES), Spring 1998 and 1999 (combined) and Spring 1999 and 2000 (combined), Ns = 1215-1252.



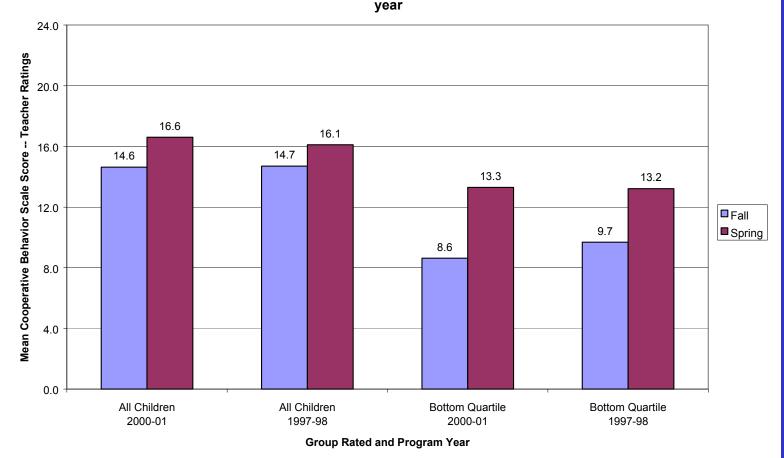
Head Start Children's Social Skills and Problem Behavior

- Research Questions:
 - Do children show gains in social skills and reductions in problem behaviors during Head Start?
 - Do children who enter with more problem behaviors show greater improvement?



Children Show Gains in Cooperative Behavior during Head Start Year

Figure 1. Head Start students show gains in cooperative classroom behavior during program



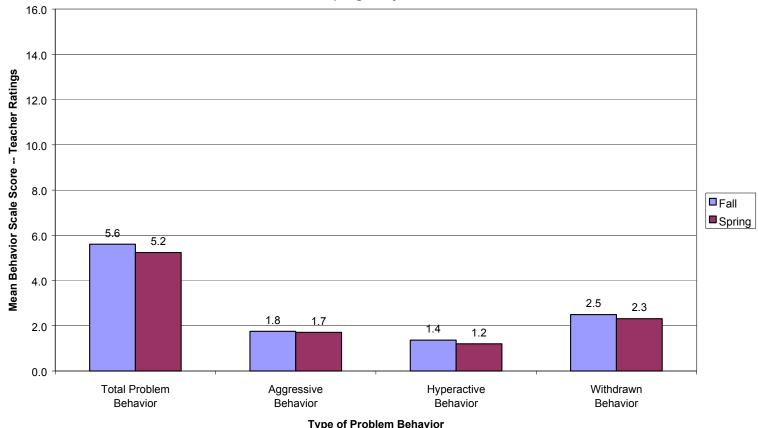
SOURCE: Head Start Family and Child Experiences Survey (FACES), 2000-01 (n = 2,191), 1997-98 (n = 1,982).



Children Show Reductions in Hyperactive Behavior during Head Start Year

Figure 2. Head Start students show significant reductions in hyperactive behavior during

program year



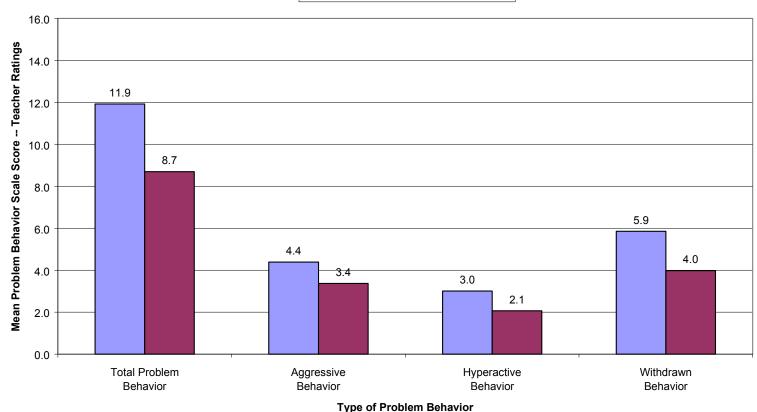
SOURCE: Head Start Family and Child Experiences Survey (FACES), 2000-2001, (n = 2,073-2,130).



Children with High Levels of Problem Behavior Show Improvement during Head Start

Figure 4. Head Start students who enter with high levels of problem behavior show

improvement during program year



■ Highest Quartile in Fall ■ Same Children in Spring

SOURCE: Head Start Family and Child Experiences Survey (FACES), 2000-2001, (n = 2,073-2,130).

