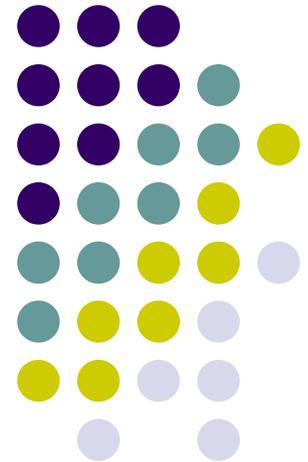


# Head Start and Early Childhood Research at the Administration for Children and Families

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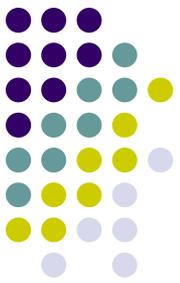
Naomi Goldstein, Director  
Office of Planning, Research &  
Evaluation  
26 January 2011



# Office of Planning, Research and Evaluation



- Mission: advise on increasing the effectiveness and efficiency of programs to improve the economic and social well-being of children and families.
- Structure:
  - Division of Child and Family Development
  - Division of Economic Independence
- FY2010 Funding
  - Head Start Research (\$20m)
  - Child Care Research (\$10m)
  - Home Visiting (\$3m)
  - National Survey of Child and Adolescent Well-Being (\$6m)
  - Welfare Research (\$15m)
  - Health Professions Opportunity Grants (\$10m)
  - Social Services Research and Demonstration (\$6m)



# Research Planning

- Legislative authority

“The Secretary shall carry out a continuing program of research, demonstration, and evaluation activities, in order to--

- A) foster continuous improvement in the quality of the Head Start programs ... and in their effectiveness in enabling participating children and their families to succeed in school and otherwise; and
- (B) use the Head Start programs to develop, test, and disseminate new ideas based on existing scientifically valid research...

- Office of Head Start priorities

- Priorities of ACF leadership, HHS, Administration

- Congressional interests and mandates

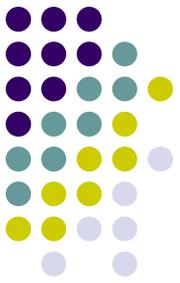
- Gaps and needs of research and practice fields

# Research Themes

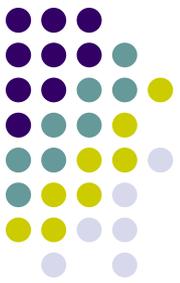


- Improving quality
- Improving developmental outcomes in literacy, numeracy, social emotional development, and health
- Parent engagement, parent-child interactions
- Professional development
- Meeting the needs of dual language learners and other special populations

# Outline of presentation



- Descriptive studies
- Rigorous evaluations of intervention models
- Development and evaluation of innovative practices
- Implementation studies
- Assessment
- Capacity building and dissemination
- Large scale program evaluations
- FACES



# Descriptive Studies

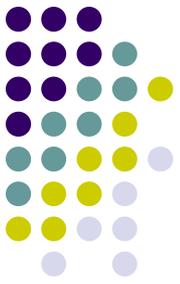
- Head Start Family and Child Experiences Study, FACES: 1997, 2000, 2003, 2006, 2009
- Early Head Start Family and Child Experiences Study, BabyFACES: 2007-2012
- Survey of Early Head Start Programs: 2003-2008
- Design for a Study of Migrant and Seasonal Head Start: 2007-2010
- National Survey of Early Care and Education: 2010-2014

# Rigorous Evaluation of Intervention Models



- Head Start CARES
- Interagency School Readiness Consortium
- Project Upgrade
- LearningGames

# Development and Evaluation of Innovative Practices



- Head Start University Partnerships
  - Teacher Effectiveness
  - Dual Language Learners
  - Curriculum Development
  - Measures Development
  - Infant Mental Health Prevention Consortium
  - Child Outcomes Research Support Consortium
- Quality Interventions for Early Care and Education, QUINCE
- Quality Features, Dosages & Thresholds and Child Outcomes Study Design, Q-DOT

# Implementation Studies



- Evaluation of “I am Moving, I am Learning”
- Evaluation of Head Start Oral Health Initiative
- Evaluation of Mentor-Coach Initiative



# Assessment

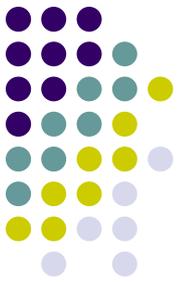
- Learning from Assessment Toolkit
- Compendium of Assessments
- Development of new measures:
  - Family Engagement
  - Quality of Caregiver-Child Interactions in Infant and Toddler settings

# Capacity Building and Dissemination



- Center for Early Care and Education Research: Dual Language Learners
- American Indian – Alaska Native Head Start Research Center
- Early Care and Education Scholars
- *Research Connections*
  - Head Start Data Archive
- Head Start Research Conference
- Child Care Research Consortium

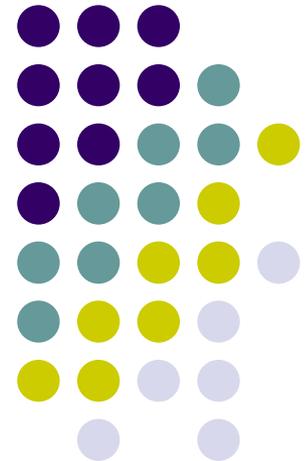
# Large Scale Program Evaluations



- Head Start Impact Study
  - Follow-ups through 3<sup>rd</sup> Grade
- Early Head Start Research and Evaluation Project
  - Follow-ups through 5<sup>th</sup> Grade
- National Home Visiting Evaluation

# Head Start Family and Child Experiences Study (FACES)

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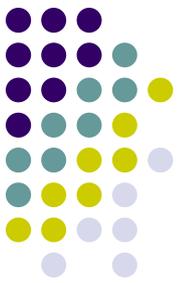


# FACES Overview



- Descriptive study of Head Start children, families and programs
- Regular periodicity: new cohort every 3 years (1997, 2000, 2003, 2006, 2009)
- Nationally representative samples of 3- and 4-year-old children entering Head Start for the first time\*
- Longitudinal design: interviews, child assessments, and/or teacher-child reports at fall program entry, spring of 1 or 2 program years, spring of kindergarten

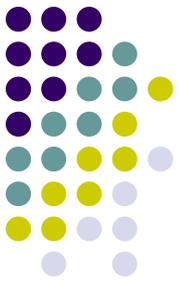
\*Note: The FACES sample does not include children served in Migrant/Seasonal or American Indian/Alaska Native programs, or programs in Puerto Rico or U.S. Territories



# FACES Collects Information on:

- Child & Family Demographics, Parenting, and the Home Environment
  - Home language
  - Parent education, employment, household income
  - Parenting approaches, activities with children
  - Health, health care, and nutrition
  - Involvement with Head Start, satisfaction with Head Start
- Child Development
  - Cognitive development
  - Social emotional development
  - Physical development
- Teachers & Classrooms
  - Teacher demographics, education, experience
  - Classroom environment (activities, curricula)
  - Observations of classroom quality

# Key Purposes of FACES:



- Provide Ongoing Descriptive Information
- Track changes over time, *e.g.*:
  - Demographics of population served
  - Child school readiness
  - Classroom quality
- Measure Program Performance
  - Provides information on selected measures for regular government reporting
  - Tool for examining relationships among program, classroom and family characteristics and child outcomes

# Ongoing FACES Planning Goals



- Comprehensive assessment of Head Start children's school readiness, program characteristics and services
- Balance between the need for continuity with past FACES cohorts (trend data) and need for updated instrumentation
- Build and maintain links with other national studies
- Provide new information to address current and emerging policy and programmatic issues

# Using FACES to Address Emerging Policy and Programmatic Issues



- Measurement batteries in recent FACES cohorts have been updated to provide OHS with additional information on:
  - Childhood obesity (measurement of child height & weight / BMI)
  - Classroom quality (CLASS)
  - Children's mathematics development (ECLS-B math items)
  - Children's executive functioning
  - Dual language learner children and their families; program services for DLLs; expressive vocabulary development among DLLs
  - Parental involvement and program services
  - Homelessness