
Advisory Committee

on

Head Start Research and Evaluation





THE SECRETARY OF HEALTH AND HUMAN SERVICES
WASHINGTON, D.C. 20201

CHARTER

ADVISORY COMMITTEE ON HEAD START RESEARCH AND EVALUATION

Purpose

The purpose of the Advisory Committee on Head Start Research and Evaluation is to review and make recommendations on the design of a study or studies that provide a national analysis of the impact of Head Start programs. The Advisory Committee will also advise the Secretary regarding the progress of the study and comment, if the Advisory Committee so desires, on the interim and final study reports of the organization(s) selected for carrying out the independent research.

Authority

42 U.S.C. 9844(g); Section 649(g)(1) of the Head Start Act, as amended. The Committee is governed by the provisions of Public Law 92-463, as amended (5 U.S.C. Appendix 2), which sets forth standards for the formation and use of advisory committees.

Function

The Advisory Committee on Head Start Research and Evaluation shall advise the Secretary of Health and Human Services and the Assistant Secretary for Children and Families concerning research designs that would provide a national analysis of the impact of Head Start programs. In addition, the Advisory Committee will advise the Secretary regarding the progress of the study and comment, if the Advisory Committee so desires, on the interim and final study reports of the organization(s) selected for carrying out the independent research.

As part of the process, the Committee shall:

- review existing and ongoing research and evaluation studies that document the impact of Head Start programs;
- assess the benefits and feasibility of alternative research designs and techniques to determine if, overall, Head Start programs have impacts consistent with their primary goal of promoting school readiness by enhancing the social and cognitive development of low-income children;

- report to the Secretary on recommendations for a study or studies of the impact of Head Start services, including appropriate designs, techniques, methods of analysis, and consideration of sources of variation;
- advise the Secretary on the progress of the study or studies of the impacts of Head Start programs; and
- review and comment to the Secretary, if the Committee so desires, on the first and second interim and final impact study reports, to be completed by September 30, 1999, September 30, 2001, and September 30, 2003 respectively.

Structure

The Committee shall consist of up to 36 members appointed by the Secretary. Members shall be distinguished individuals who have experience in such areas as program evaluation and research, education, and early childhood programs. The Assistant Secretary for Children and Families shall serve as chair of the Committee.

Members shall be invited to serve for four-year terms; terms of more than two years are contingent upon the renewal of the Committee by appropriate action prior to its termination.

Management and support services shall be provided by the Office of the Commissioner, Administration on Children, Youth, and Families.

Meetings

Meetings shall be held approximately three times per year at the call of the Chair, who shall approve the agenda.

Meetings shall be open to the public except as determined otherwise by the Secretary or other official to whom the authority has been delegated; notice of all meetings shall be given to the public.

Meetings shall be conducted, and records of the proceedings kept, as required by applicable laws and Departmental regulations.

Compensation

The members of the Committee shall not receive compensation for the performance of services for the committee, but shall be allowed travel expenses, including per diem in lieu of subsistence, at rates authorized for employees of agencies under subchapter I of chapter 57 of title 5, United States Code, while away from their homes or regular places

of business in the performance of services for the committee. Notwithstanding section 1342 of title 31, United States Code, the Secretary may accept the voluntary and uncompensated services of members of the Committee.

Annual Cost Estimate

Estimated annual cost for operating the committee, including travel expenses and per diem for members but excluding staff support, is \$191,232. The estimated person years of federal staff support required is .10 at an estimated cost of \$9,598.

Reports

The Committee shall submit a report to the Secretary on the design and plan for the national analysis of Head Start programs by September 30, 1999. The Committee may review and comment to the Secretary, if the Committee so desires, on the first and second interim and the final impact study reports, to be completed by September 30, 1999, September 30, 2001, and September 30, 2003 respectively.

In the event a portion of a meeting is closed to the public, a report shall be prepared which shall contain, as a minimum, a list of members and their business addresses, the committees function, dates and places of meetings, and a summary of committee activities and recommendations made during the fiscal year. A copy of the report shall be provided to the Department Committee Management Officer.

Termination Date

Unless otherwise renewed by appropriate action prior to its expiration, the Advisory Committee on Head Start Research and Evaluation will terminate two years from the date this charter is approved.

APPROVED:

MAR 23 1999

Date



Secretary



THE SECRETARY OF HEALTH AND HUMAN SERVICES
WASHINGTON, D.C. 20201

AMENDMENT

To the Charter of

Advisory Committee on Head Start Research and Evaluation

Structure

The Committee shall consist of up to 32 members appointed by the Secretary. Members shall be distinguished individuals who have experience in such areas as program evaluation and research, education, and early childhood programs. The Committee shall also consist of four ex-officio members representing: the Administration on Children, Youth and Families; the Head Start Bureau; the Office of the Assistant Secretary for Planning and Evaluation; and the General Accounting Office. The Assistant Secretary for Children and Families shall serve as chair of the Committee.


Members shall be invited to serve for four-year terms; terms of more than two years are contingent upon the renewal of the Committee by appropriate action prior to its termination.

Management and support services shall be provided by the Office of the Commissioner, Administration on Children, Youth, and Families.

APPROVED:

MAR 29 1999

Date



Secretary

HEAD START ACT

Sec. 649 Research, Demonstrations, and Evaluation

(g) National Head Start Impact Research

Legislative Authority: *Head Start Act, as amended.*

U.S. Code Citation: *42 USC 9801 et seq.*

ACF Regulations: *45 CFR 1301 et seq.*

Legislative History:

The "Head Start Act" is Title VI, Subtitle A, Chapter 8, Subchapter B of the Omnibus Budget Reconciliation Act of 1981, PL 97-35 (8/13/81). Minor amendments to this Act were made by the "Technology-Related Assistance for Individuals With Disabilities Amendments of 1993," PL 103-218 (3/9/94). This Act was most recently reauthorized, through fiscal year 2003, by the Coats Human Services Amendments of 1998, PL 105-285 (10/27/98).

Note: This compilation was prepared by HHS staff who have striven to ensure it is complete and accurate. However, this is not an official compilation and may not be completely free of error. Additions to the previous Head Start Act appear in bold.

(g) NATIONAL HEAD START IMPACT RESEARCH.--

(1) EXPERT PANEL.--

(A) IN GENERAL.--The Secretary shall appoint an independent panel consisting of experts in program evaluation and research, education, and early childhood programs--

(i) to review, and make recommendations on, the design and plan for the research (whether conducted as a single assessment or as a series of assessments) described in paragraph (2), within 1 year after the date of enactment of the Coats Human Services Reauthorization Act of 1998;

(ii) to maintain and advise the Secretary regarding the progress of the research; and

(iii) to comment, if the panel so desires, on the interim and final research reports submitted under paragraph (7).

(B) TRAVEL EXPENSES.--The members of the panel shall not receive compensation for the performance of services for the panel, but shall be allowed travel expenses, including per diem in lieu of subsistence, at rates authorized for employees of agencies under subchapter I of chapter 57 of

title 5, United States Code, while away from their homes or regular places of business in the performance of services for the panel. Notwithstanding section 1342 of title 31, United States Code, the Secretary may accept the voluntary and uncompensated services of members of the panel.

(2) GENERAL AUTHORITY.--After reviewing the recommendations of the expert panel, the Secretary shall make a grant to, or enter into a contract or cooperative agreement with an organization to conduct independent research that provides a national analysis of the impact of Head Start programs. The Secretary shall ensure that the organization shall have expertise in program evaluation, and research, education, and early childhood programs.

(3) DESIGNS AND TECHNIQUES.--The Secretary shall ensure that the research uses rigorous methodological designs and techniques (based on the recommendations of the expert panel), including longitudinal designs, control groups, nationally recognized standardized measures, and random selection and assignment, as appropriate. The Secretary may provide that the research shall be conducted as a single comprehensive assessment or as a group of coordinated assessments designed to provide, when taken together, a national analysis of the impact of Head Start programs.

(4) PROGRAMS.--The Secretary shall ensure that the research focuses primarily on Head Start programs that operate in the 50 States, the Commonwealth of Puerto Rico, or the District of Columbia and that do not specifically target special populations.

(5) ANALYSIS.--The Secretary shall ensure that the organization conducting the research--

(A)(i) determines if, overall, the Head Start programs have impacts consistent with their primary goal of increasing the social competence of children, by increasing the everyday effectiveness of the children in dealing with their present environments and future responsibilities, and increasing their school readiness;

(ii) considers whether the Head Start programs--

(I) enhance the growth and development of children in cognitive, emotional, and physical health areas;

(II) strengthen families as the primary nurturers of their children; and

(III) ensure that children attain school readiness; and

(iii) examines--

(I) the impact of the Head Start programs on increasing access of children to such services as educational, health, and nutritional services, and linking children and families to needed community services; and

(II) how receipt of services described in subclause (I) enriches the lives of children and families participating in Head Start programs;

(B) examines the impact of Head Start programs on participants on the date the participants leave Head Start programs, at the end of kindergarten and at the end of first grade (whether in public or private school), by examining a variety of factors, including educational achievement, referrals for special education or remedial course work, and absenteeism;

(C) makes use of random selection from the population of all Head Start programs described in paragraph (4) in selecting programs for inclusion in the research; and

(D) includes comparisons of individuals who participate in Head Start programs with control groups (including comparison groups) composed of--

(i) individuals who participate in other early childhood programs (such as public or private preschool programs and day care); and

(ii) individuals who do not participate in any other early childhood program.

(6) **CONSIDERATION OF SOURCES OF VARIATION.**--In designing the research, the Secretary shall, to the extent practicable, consider addressing possible sources of variation in impact of Head Start programs, including variations in impact related to such factors as--

(A) Head Start program operations;

(B) Head Start program quality;

(C) the length of time a child attends a Head Start program;

(D) the age of the child on entering the Head Start program;

(E) the type of organization (such as a local educational agency or a community action agency) providing services for the Head Start program;

(F) the number of hours and days of program operation of the Head Start program (such as whether the program is a full-working-day, full calendar year program, a part-day program, or a part-year program); and

(G) other characteristics and features of the Head Start program (such as geographic location, location in an urban or a rural service area, or participant characteristics), as appropriate.

(7) REPORTS.--

(A) SUBMISSION OF INTERIM REPORTS.--The organization shall prepare and submit to the Secretary two interim reports on the research. The first interim report shall describe the design of the research, and the rationale for the design, including a description of how potential sources of variation in impact of Head Start programs have been considered in designing the research. The second interim report shall describe the status of the research and preliminary findings of the research, as appropriate.

(B) SUBMISSION OF FINAL REPORT.--The organization shall prepare and submit to the Secretary a final report containing the findings of the research.

(C) TRANSMITTAL OF REPORTS TO CONGRESS.--

(i) IN GENERAL.--The Secretary shall transmit, to the committees described in clause (ii), the first interim report by September 30, 1999, the second interim report by September 30, 2001, and the final report by September 30, 2003.

(ii) COMMITTEES.--The committees referred to in clause (i) are the Committee on Education and the Workforce of the House of Representatives and the Committee on Labor and Human Resources of the Senate.

(8) DEFINITION.--In this subsection, the term 'impact', used with respect to a Head Start program, means a difference in an outcome for a participant in the program that would not have occurred without the participation in the program.



DEPARTMENT OF HEALTH & HUMAN SERVICES

Administration for Children and Families
Administration on Children, Youth and Families
330 C Street, S.W.
Washington, D. C. 20201

MEMORANDUM

To: The Head Start Community

From: Helen Taylor, Associate Commissioner, Head Start Bureau HT

Date: April 12, 1999

Subject: Advisory Committee on Head Start Research and Evaluation

On March 23, 1999, Secretary Shalala signed a Charter establishing the Advisory Committee on Head Start Research and Evaluation. This Advisory Committee will influence the direction of future research in Head Start and may very well shape thinking about research in the early childhood field in general.

The purpose of this memorandum is to inform the Head Start program and research community about this new Advisory Committee. Specifically, this memorandum covers the following key areas:

- Legislative Authority for the Advisory Committee
- Charter of the Advisory Committee
- Membership of the Advisory Committee
- Schedule of Meetings of the Advisory Committee
- Opportunities for Providing Input

The Head Start Bureau intends to make material related to the Advisory Committee available on the Head Start web site, <http://www2.acf.dhhs.gov/programs/hsb/>.

Legislative Authority for the Advisory Committee

The Head Start Act, as amended, 42 U.S.C. 9844(g); Section 649(g)(1) calls for the Secretary to appoint an "independent panel of experts" (i.e., an Advisory Committee) in program evaluation and research, education, and early childhood programs to review and make recommendations on the design for a national study or studies of the impact of Head Start. The legislation calls on the Advisory Committee to transmit to the Secretary a report on the proposed study design by September 30, 1999. The Advisory Committee will also advise the Secretary regarding the progress of the study and comment, if the Advisory Committee so desires, on the interim and final study reports of the organization(s) selected for carrying out the independent research.

The legislation provides specific guidance about how Congress envisions a national impact study. For example, the legislation calls for research that “uses rigorous methodological designs and techniques, (based on the recommendations of the expert panel), including longitudinal designs, control groups, nationally recognized standardized measures, and random selection and assignment, as appropriate.” The legislation states that “the research shall be conducted as a single comprehensive assessment or as a group of coordinated assessments designed to provide, when taken together, a national analysis of the impact of Head Start programs.” Impact is to be examined at three points of time: “on the date participants leave Head Start programs; at the end of kindergarten; and at the end of first grade.”

Charter of the Advisory Committee

On March 23, 1999, Secretary Shalala signed the Charter establishing the Advisory Committee. The Charter reiterates the requirements spelled out in the Head Start Act, as amended by the 1998 reauthorization. It also states that as part of the process, the Committee shall:

- review existing and ongoing research and evaluation studies that document the impact of Head Start programs;
- assess the benefits and feasibility of alternative research designs and techniques to determine if, overall, Head Start programs have impacts consistent with their primary goal of promoting school readiness by enhancing the social and cognitive development of low-income children;
- report to the Secretary on recommendations for a study or studies of the impact of Head Start services, including appropriate designs, techniques, methods of analysis, and consideration of sources of variation;
- advise the Secretary on the progress of the study or studies of the impacts of Head Start programs; and
- review and comment to the Secretary, if the Committee so desires, on the first and second interim and final impact study reports of the organization(s) selected for carrying out the independent research.

Membership of the Advisory Committee

The Advisory Committee includes individuals with expertise in areas of program evaluation and research, education, early childhood, policy and economics. The complete list of Advisory Committee members will soon be posted on the Head Start web page.

Olivia Golden, Assistant Secretary for Children and Families of the U.S. Department of Health and Human Services, will serve as Chair of the Advisory Committee.

Schedule of Meetings of the Advisory Committee

There will be three meetings of the Advisory Committee during the Spring/Summer of 1999. All meetings will be open to the public except as determined otherwise by the Secretary or other official to whom the authority has been delegated. The first meeting will be held April 26 – 27, 1999 at the Georgetown University Conference Center, 3800 Reservoir Road, NW, Washington, DC.

It is expected that the first meeting will focus on the critical research questions that should guide a national analysis of the impact of Head Start and the challenges and opportunities of various methodological approaches for carrying out such research. The second meeting will likely focus on a more in-depth discussion of methodology. The third meeting will likely provide an opportunity for the Advisory Committee members to review and comment on the final report that will be submitted to the Secretary as a result of the Committee's deliberations.

Questions about the schedule and locations of meetings can be directed to Stacia Wilson at Ellsworth Associates, 703/821-3090 extension 264 or swilson@eainet.com. This information will also be available on the Head Start web site.

Opportunities for Providing Input

The Head Start Bureau welcomes ideas from all those interested in shaping a new research agenda for Head Start – one that will provide a national analysis of the impact of Head Start. We recognize that there are many concerned individuals and organizations that have thought about the challenges and opportunities of measuring impact. Please understand that while only a limited number of individuals could be appointed to this Advisory Committee, we value the ideas of everyone. For the sake of our ongoing internal deliberations, we would encourage you to forward written comments to: Deborah Roderick Stark, Head Start Bureau, 330 C Street, SW Room 2018, Washington, DC 20201.

**Advisory Committee on
Head Start Research and Evaluation**

**Participant List
4/28/99**

Membership	
<p>Olivia Golden: CHAIR Assistant Secretary of ACF U.S. Department of Health and Human Services Administration for Children and Families Aerospace Center, Room 610 901 D Street, SW Washington, DC 20447 Phone: 202/401-2337 Fax: 202/401-4678 Email: ogolden@acf.dhhs.gov</p>	<p>Martha Abbott-Shim Professor Department of Educational Psychology and Special Education Suite 367, COE Building Georgia State University University Plaza Atlanta, GA 30303-3083 Phone: 404/651-0399 Fax: 404/651-1415 Email: mabbottshim@gsu.edu</p>
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Membership

<p>Margaret Burchinal Research Associate Professor Department of Psychology University of North Carolina, Chapel Hill Campus Box 8185 Sherylmar Building Chapel Hill, NC 27599-8180 Phone: 919/966-5059 Fax: 919/962-5771 Email: burchinal@unc.edu</p>	<p>Thomas Cook Professor of Sociology, Psychology, Education, and Social Policy Institute for Policy Research Northwestern University 2040 Sheridan Road Evanston, IL 60208-4100 Phone: 847/491-4990 Fax: 847/491-9916 Email: t-cook@nwu.edu</p>
<p>Gayle Cunningham Executive Director Jefferson County Committee for Economic Opportunity 300 8th Avenue, West Birmingham, AL 35204 Phone: 205/327-7550 Fax: 205/327-7549 Email: gcjceo@aol.com</p>	<p>Greg Duncan Professor of Education and Social Policy Institute for Policy Research Northwestern University 2040 Sheridan Road Evanston, IL 60208-4100 Phone: 847/467-1503 Fax: 847/491-9916 Email: greg-duncan@nwu.edu</p>
<p>Harriet Ganson Assistant Director Education, Work Force, and Income Security Issues U.S. General Accounting Office 441 G Street, NW, Room 5915 Washington, DC 20548 Phone: 202/512-9045 Fax: 202/512-6826 Email: gansonh.hehs@gao.gov</p>	<p>Richard Gonzales Assistant Deputy Commissioner, Head Start Administration for Children's Services, Head Start 30 Main Street Sweeney Building, 10th Floor Brooklyn, NY 11201 Phone: 718/260-7083 Fax: 718/260-7079 Email: N/A</p>
<p>Sarah Greene Chief Executive Officer National Head Start Association 1651 Prince Street Alexandria, VA 22314 Phone: 703/739-0875 Fax: 703/739-0878 Email: sgreene@nhsa.org</p>	<p>David Hayes-Bautista Professor of Medicine Director, Center for the Study of Latino Health UCLA School of Medicine 10911 Weyburn Avenue, Suite 333 Los Angeles, CA 90024 Phone: 310/794-0663 Fax: 310/794-2862 Email: dhayesb@ucla.edu</p>

Membership

<p>Wade Horn President National Fatherhood Initiative One Bank Street, Suite 160 Gaithersburg, MD 20878 Phone: 301/948-0599 Fax: 301/948-4325 Email: nfi1995@aol.com</p>	<p>Jacqueline Jones Senior Research Scientist Educational Testing Service Mail Stop 16R Rosedale Road Princeton, NJ 08541 Phone: 609/734-1929 Fax: 609/734-1090 Email: jjones@ets.org</p>
<p>Helena Kraemer Professor of Biostatistics Department of Psychiatry and Behavioral Sciences Stanford University School of Medicine 401 Quarry Road, C305 Stanford, CA 94305-5717 Phone: 650/723-7217 Fax: 650/853-1265 Email: hck@leland.stanford.edu</p>	<p>Joan Lombardi Senior Associate Bush Center in Child Development and Social Policy Yale University 1941 Shiver Drive Alexandria, VA 22307 Phone: 703/660-6711 Fax: 703/660-8924 Email: lombardij@aol.com</p>
<p>John Love Senior Fellow Mathematica Policy Research, Inc. P.O. Box 2393 Princeton, NJ 08543-2393 Phone: 609/275-2245 Fax: 609/799-0005 Email: jlove@mathematica-mpr.com</p>	<p>Patricia Montoya Commissioner of ACYF U.S. Department of Health and Human Services Administration on Children, Youth and Families Mary Switzer Building, Room 2136 330 C Street, SW Washington, DC 20447 Phone: 202/205-8347 Fax: 202/205-9721 Email: pmontoya@acf.dhhs.gov</p>
	<p>Craig Ramey Director Civitan International Research Center University of Alabama at Birmingham 1719 Sixth Avenue South, Room 137 Birmingham, AL 35294-0021 Phone: 205/934-8900 Fax: 205/975-6330 Email: cramey@uab.edu</p>

Membership

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<p>Lawrence Schweinhart Chair, Research Division High/Scope Educational Research Foundation 600 North River Street Ypsilanti, MI 48198-2896 Phone: 734/485-2000 ext. 256 Fax: 734/485-0704 Email: larrys@highscope.org</p>	<p>Ann Segal Deputy Assistant Secretary for Policy Initiatives U.S. Department of Health and Human Services Office of the Assistant Secretary for Planning and Evaluation Hubert H. Humphrey Building, Room 415F 200 Independence Avenue, SW Washington, DC 20201 Phone: 202/690-7858 Fax: 202/690-7383 Email: asegal@osaspe.dhhs.gov</p>
<p>Jack Shonkoff Dean Florence Heller Graduate School Brandeis University P.O. Box 9110 - MS 035 Waltham, MA 02454-9110 Phone: 781/736-3883 Fax: 781/736-3852 Email: shonkoff@brandeis.edu</p>	<p>Margaret Spencer Professor Graduate School of Education University of Pennsylvania 3700 Walnut Street Philadelphia, PA 19104-6216 Phone: 215/898-1945 Fax: 215/573-3893 Email: marges@gse.upenn.edu</p>
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Membership

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A REVITALIZED HEAD START RESEARCH AGENDA:

How Head Start Has Responded to the Changing Needs of Children and Families in Poverty

(4/5/99)

“Head Start is entering an historic period of reexamination, improvement in quality, and expansion of services. The size of the program, its comprehensive services, and diversity of the population it serves, and the fact that it is federally funded suggest a role for Head Start as a national laboratory for best practices in early childhood and family support services in low-income communities. Because Head Start needs to expand and renew itself in order to assume its role as a state-of-the-art ‘technology,’ there is a concomitant and compelling need for a new, expanded, and formal role for Head Start research.”

-- Creating a 21st Century Head Start,
Advisory Committee on Head Start Quality
and Expansion, 1993

QUALITY

A. CONDUCT NEW HEAD START RESEARCH FOCUSING ON QUALITY AND OTHER POLICY ISSUES:

Head Start has made dramatic progress toward developing an outcome-oriented accountability system, the Program Performance Measures Initiative, which can be used, on an ongoing basis, to determine the quality and effectiveness of Head Start programs nationally.

- **Descriptive Study of the Head Start Health Component:** This study was designed to provide a “national snapshot” of how local Head Start programs meet the medical, dental, nutritional, and mental health needs of the children and families they serve. Data were collected in 1994 on a national probability sample of 1200 children and families in 81 centers across 40 Head Start programs to provide information on program procedures, community health risks, and health resources available to participating families. The final report is available at: <http://www.acf.dhhs.gov/programs/rde>.
- **Head Start Quality Research Center (QRC) Consortium:** The objective of the Consortium is to create an ongoing partnership among ACYF, Head Start grantees, and the academic research community to enhance quality program practices and program outcomes. A cooperative agreement in September, 1995 established four Quality Research Centers at the University of North Carolina-Chapel Hill, High/Scope Educational Research Foundation in Ypsilanti, MI, Education Development Center, Inc. in Newton, MA, and Georgia State University in Atlanta. More information is available at: <http://www.acf.dhhs.gov/programs/rde>.
- **Head Start Performance Measure Center (PMC):** As part of the Head Start Quality Research Center Consortium, the PMC is responsible for the collection, analysis, reporting, and dissemination of data on Head Start Performance Measures. In the Spring of 1997, the PMC conducted the pilot test of the first nationwide data collection –assessing Head Start children and following them up in kindergarten, also assessing parents’ experiences and the quality of Head Start classrooms, as part of the Family and child Experiences Survey (FACES). The Head Start Performance Measures Center Second Progress Report, including the results of the Spring 1997 data collection was disseminated in Fall, 1998 [See also **Head Start Family and Child Experiences Survey (FACES)** below].

- **Head Start Family and Child Experiences Survey (FACES):** FACES is designed to collect longitudinal data on a nationally representative sample of 3200 families with children enrolled in 40 Head Start programs, starting in Fall, 1997. Its purposes are to provide descriptions of the characteristics, experiences, and outcomes for children and families served by Head Start and to observe the relationships among family and program characteristics and outcomes. The Head Start Performance Measures Second Progress Report, including findings from the Spring 1997 Pilot, is available at: <http://www.acf.dhhs.gov/programs/rde>.

LONGITUDINAL

B. CONDUCT LONGITUDINAL RESEARCH ON CHILDREN AND FAMILIES

SERVED IN HEAD START PROGRAMS: Conduct longitudinal studies that seek to identify early and intermediate outcomes of a Head Start experience and that explore the interacting influences of preschool, family, and later schooling in mediating the long-term effects of child and family participation in Head Start. Build our partnership with ongoing longitudinal research, which will provide valuable information about the characteristics and needs of the Head Start population, both parents and children.

- **Evaluation of the Head Start/Public School Early Childhood Transition Demonstration:** The Transition Demonstration was designed to assist low-income students grades kindergarten through three and their families in obtaining supportive services including health, immunization, mental health, nutrition, parenting education, literacy, and social services, as well as supporting the active involvement of parents in the education of their children. The 31 demonstration grantees participated in a national evaluation under experimental design conditions to determine the effects of the demonstration on children, families, the Head Start program, the public school system, and the community. Data were collected annually from the time the children entered kindergarten until they completed third grade, using interviews and standard assessments with children, their parents, teachers and principals. A report on program implementation is under review, and a final report on program impact is expected in June 1999.

- **NICHD Study of Early Child Care: Early Child Care and Head Start Children:** ACYF and the National Institute of Child Health and Human Development are collaborating on a low-income sub-study of this prospective, longitudinal natural history study of 1200 children from 10 sites across the U.S. ACYF's participation is designed to explore the concurrent, long-term, and cumulative influences of variations in early child care experiences on the cognitive, linguistic, social, emotional, and physical development of young children who grow up in poverty. A report is in preparation on children from birth through age 3, and analyses are ongoing through early school age.

INFANTS AND TODDLERS

C. CONDUCT INTENSIVE EVALUATION OF SERVICES FOR INFANTS AND

TODDLERS: Provide opportunities for formative local evaluation, a national impact study, and innovative research partnerships to explore the issues of service delivery to children from birth to three and pregnant women.

- **Evaluation of the Comprehensive Child Development Programs (CCDP):** The purpose of this evaluation was to assess the effectiveness of CCDP by examining the impact of each program model on the cognitive, socio-emotional and physical development of a participating and control group of children (approximately 4,100) through the administration of standardized assessment batteries (at 24, 36, 48 and 60 months) and a series of annual interviews with the parents of the children in the study, including the use of observational instruments to measure the home environment and parent-child interactions. The final impact evaluation and process study reports have been completed and are available electronically via the internet at: <http://www.acf.dhhs.gov/programs/rde>.
- **Early Head Start Research and Evaluation Project:** In order to evaluate the new Early Head Start program, serving children from birth through age three and pregnant women, this project has launched a study of approximately 3000 families living in 17 diverse communities across the U.S. The project has four central purposes: 1) creating a system for continuous program improvement; 2) conducting a rigorous cross-site impact study; 3) encouraging a new generation of research for understanding the role of program and contextual variations; and 4) creating the foundation for a series of longitudinal research studies. A descriptive report on program implementation will be available in 1999,

with the first impact results due in 2001. The National Institute on Child Health and Human Development (NICHD), The Assistant Secretary for Planning and Evaluation (ASPE), and the Ford Foundation are collaborating on a related study of low-income fathers of infants and toddlers. For more information see <http://www.acf.dhhs.gov/programs/rde>.

INNOVATIVE PROGRAM STRATEGIES

- D. CONDUCT STUDIES OF HEAD START'S OTHER EMERGING INNOVATIVE PROGRAM STRATEGIES:** Develop a long-term approach to research that draws upon emerging themes and developments in the broader early childhood field. In developing innovative demonstration programs, the demonstration and the evaluation should be planned simultaneously and interactively.
- **Evaluation of the Head Start Family Child Care Demonstration:** This evaluation assessed the effectiveness of the 18 Head Start Family Child Care Homes (HSFCC) demonstration projects funded by ACYF in FY1992 to serve families who were working, in school or involved in training activities. The evaluation demonstrated that Head Start services provided through FCC homes compare favorably to services provided through centers, particularly in terms of their quality and effectiveness in promoting outcomes for children, parents and families. Findings from the evaluation have been incorporated into plans for making FCC a regular Head Start program option. The final report is expected in 1999.
 - **Evaluation of the Family Service Center Demonstration:** The purpose of this national evaluation was to utilize Wave III demonstration projects to evaluate the effectiveness of the Head Start Family Service Center Demonstration Projects in their efforts to ameliorate the interrelated problems of illiteracy, substance abuse and unemployment which limit the capacity of many Head Start families to achieve self-sufficiency. Recently, local evaluation reports on Waves I-III were reviewed and analyzed for information to supplement the results of the national evaluation. The final report is being under review and is expected to be released in Fall 1999.

SPECIAL SUBPOPULATIONS

E. CONDUCT STUDIES OF SPECIAL SUBPOPULATIONS SEPARATELY OR EMBEDDED IN LARGER STUDIES:

Special studies should target Head Start subpopulations that may not be included in significant numbers in other research and evaluation studies (e.g., Hispanics, Native Americans, Asians, migrant farm-worker families, children with disabilities, and geographically and socially isolated families).

- **Descriptive Study of Bilingual/Multicultural Head Start Programs:**

This study was designed to: (1) assess the number, geographic distribution, and socio-demographic characteristics of the Head Start-eligible population using U.S. Census data; (2) assess the number, geographic distribution, and socio-demographic characteristics of the children and families from bilingual and multicultural backgrounds, currently being served by Head Start; and (3) identify the range of bilingual and multicultural services currently provided by Head Start programs. The draft final report is being revised and expected to be completed in the summer of 1999.

- **Descriptive Study of the Characteristics of Families Served by the Migrant Head Start Program:**

The purpose of this study was to: (1) characterize the currently served Migrant Head Start (MHS) client population; (2) provide an overall description of the MHS service delivery system and operational issues affecting both the nationwide service delivery system and local centers; and (3) estimate the universe of need for MHS services, as well as the proportion of MHS-eligible families currently served. The draft final report is being revised and expected to be completed in the Summer of 1999.

RESEARCH CAPACITY

F. DEVELOP AND ENHANCE CAPACITY FOR RESEARCH ON HEAD START IN PARTNERSHIP WITH THE LARGER CHILD DEVELOPMENT COMMUNITY:

Take a visible leadership role in stimulating a comprehensive and coordinated set of research activities on the diverse populations served by Head Start in the child development community, using the model of reflective research partnerships of researchers, staff, families, and communities. Take responsibility for dissemination of critical research findings and best practices (in both program and research methodology) back to practitioners and other relevant consumers of such information.

- **National Academy of Sciences Roundtable on Head Start Research:** The Board on Children and Families, within the National Academy of Sciences was funded by ACYF to convene a roundtable of national experts, both researchers and practitioners, to review relevant early childhood research and provide input to the agency's ongoing effort to develop a long-term, revitalized Head Start research agenda. This two year effort resulted in the publication of an NAS report entitled "Beyond the Blueprint: Directions for Research on Head Start's Families." The report is available at: http://ericps.ed.uiuc.edu/nccic/research/nrc_bynd/nrc_bynd.html.
- **Head Start's National Research Conferences:** The fifth Head Start National Research Conference will be held in Washington, DC, on June 28-July 1, 2000. This bi-annual research conference regularly brings together both practitioners and leading child development researchers, including, but not limited to researchers focusing on studying Head Start children, families, staff and programs. The next conference theme is "Developmental and Contextual Transitions of Children and Families: Implications for Research, Policy and Practice." Additional information is available on the internet at: <http://www.acf.dhhs.gov/programs/hsb>.
- **Head Start/University Partnerships & Head Start Research Scholars Program:** The purpose of this category of discretionary funding is to support research conducted by universities on behalf of faculty or doctoral-level graduate students who form partnerships with Head Start or Early Head Start programs for the purposes of contributing new knowledge or testing research applications which will enhance the optimal development of young low-income children or improve services for these children and their families. Three areas are targeted as priorities for fiscal year 1999: 1) Infant and toddler development in the cultural context; 2) Theory-driven applications for the prevention, identification and/or treatment of children's mental health disorders; and 3) Field-initiated research focusing on child development (including health and mental health) or public policy issues with major implications for low-income children; cross-disciplinary research is invited. Additional information is available on the internet at: <http://www.acf.dhhs.gov/programs/hsb>.

- **Department of Education Early Childhood Longitudinal Study Kindergarten Cohort (ECLS-K) - Head Start Substudy:** The purpose of this Interagency Agreement is to join with the Department of Education in their study of children's early school experience. This is a longitudinal study of approximately 23,000 children from 1000 schools nationwide, of which an estimated 3000 will be former Head Start children. Starting in fall, 1998, the study will assess children as they enter kindergarten and continue through the fifth grade.
- **Department of Education Early Childhood Longitudinal Study – Birth Cohort (ECLS-B) - Head Start Substudy:** The Early Childhood Longitudinal Study, Birth Cohort 2000 (ECLS-B) will provide detailed information on children's development, health, early care, and education on a nationally representative sample of 12,000 children born in 2000 who will be followed longitudinally from birth through the end of first grade. ACYF currently is exploring the following: (1) development of questionnaires on parental decision-making related to selection of child care and/or early intervention programs; (2) direct observation of the quality of childcare and early education programs; and (3) supplementing already planned assessments in child development, family functioning, care provider competence, and community support, including direct observations of parent/caregiver-child interactions.
- **Head Start/Early Childhood Mental Health Initiative with NIMH:** Through an ongoing collaborative agreement with the National Institute of Mental Health (NIMH), ACYF seeks to generate new knowledge to improve the capacity of Head Start and related early childhood programs to deliver high quality, comprehensive, developmentally appropriate prevention and intervention services to support the mental health of low income young children, their families, and program staff. ACYF and NIMH awarded five research grants in September of 1997 as the core component of this collaborative mental health research initiative, including: the University of North Carolina at Chapel Hill, University of New Mexico, University of Oregon, Vanderbilt University, and Columbia University. The HSMHRC currently is conducting research in multiple Head Start communities that include a diversity of populations (Caucasian, African American, Hispanic American, and Native American) and settings (rural and urban). Within these diverse Head Start communities, the HSMHRC aims to: 1) identify current mental health related services; 2) determine prevalence, type and severity of emotional, behavioral and language problems; and 3) assess the impact of home-based, classroom-based, and/or skills training interventions on emotional, behavioral and language problems.

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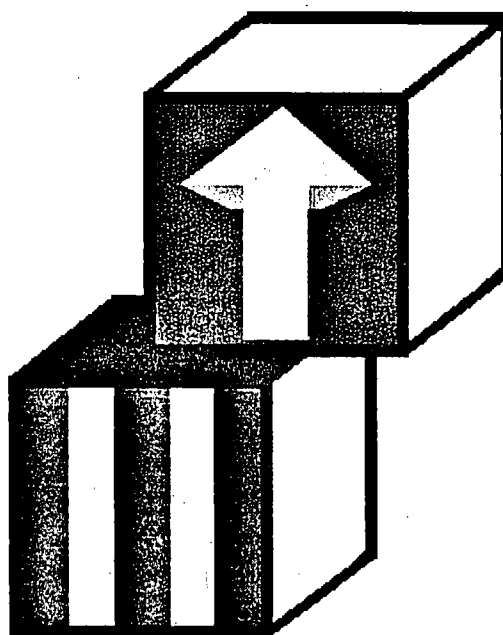
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Head Start

Research and Evaluation:

A Blueprint for the Future





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*A Blueprint for the Future***

**Recommendations of the Advisory Panel
for the Head Start Evaluation Design Project**

September 1990

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