

Fall 2007

Head Start Outcomes 2006-2007

Head Start Collaboration Project
Denise Branscome, Manager
Tanisha Dorsey, Consultant

Virginia Head Start Association
Kathy Massie, President
Maxine McKinney, Executive Director



The Virginia Head Start Association is committed to making a difference in the lives of the families we serve by encouraging long term self-sustaining practices. The mission of the Association is to promote school readiness for pre-school aged children through parent involvement, comprehensive services, fundamental education initiatives, and volunteer utilization for Virginia's low-income children and families. In order to measure our effectiveness, this report details outcome data collected by the Head Start Grantees.

PALS-PreK Phonological Awareness Literacy Screening

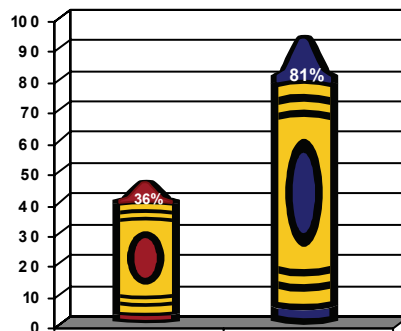
Phonological Awareness Literacy Screening (PALS) was developed by the University of Virginia's Curry School of Education through a grant provided by the Virginia Department of Education. Children are evaluated in six emergent literacy fundamentals to assess their knowledge. The six literacy fundamentals include: name writing, alphabet knowledge, beginning sound awareness, print and word awareness, rhyme awareness, and nursery rhyme awareness. The results can then be used to guide teachers and caregivers to advance literacy development. Fifty-four percent of the Head Start grantees report using PALS-preK as their literacy assessment tool.

Name Writing

Name Writing is an important step in the development of literacy skills. One of the first attempts at writing usually begins with learning to write his or her name. According to Marcia Inverizzi et al (2004) the scoring of name writing is a measure of a child's cognitive process as they start to understand a connection between the written and spoken language. Students are scored as they attempt to write their name and draw a corresponding picture.

In the fall 36% of the Head Start Students met the developmental range. The numbers increased to 81% in the spring.

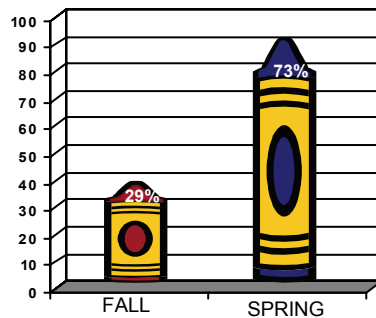
Name Writing 2006-2007



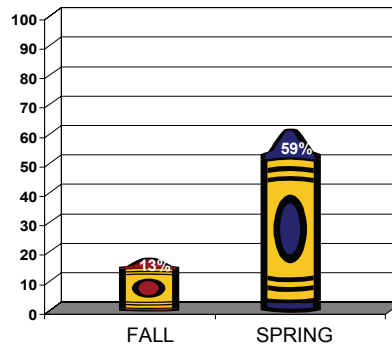
Alphabet Knowledge

Alphabet Knowledge is also known as the “gateway to literacy” (2004), by combining an understanding of letter recognition with phonemic awareness. PALS-PreK assesses a child’s knowledge in a three tier process. If a child has an understanding of the uppercase letters, the lowercase recognition test is given. If a child has an understanding of the lowercase letters, the letter sound is assessed to see if they can correlate a sound with the right letter.

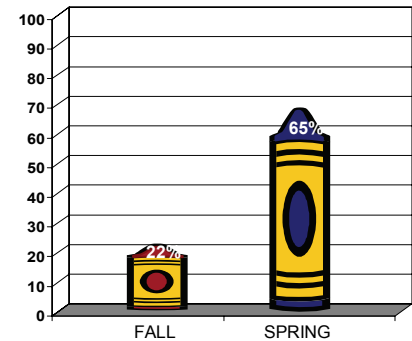
**Upper Case Letter Recognition
2006-2007**



**Letter Sounds
2006-2007**



**Lowercase Letter Recognition
2006-2007**

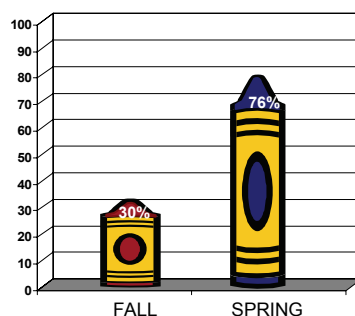


In the fall few scores of Head Start Students met the developmental range. But in the spring scores significantly improved.

Print and Word Awareness

Print and Word Awareness is one of the most important steps in learning to read. The realization that writing represents the sounds of words that are spoken helps preschools build reading fundamentals. Students are assessed on their knowledge of the structure and function of book parts by asking students to differentiate between letters, words and pictures in a book. Students are also assessed on the concept of a word by recognizing familiar words in a book.

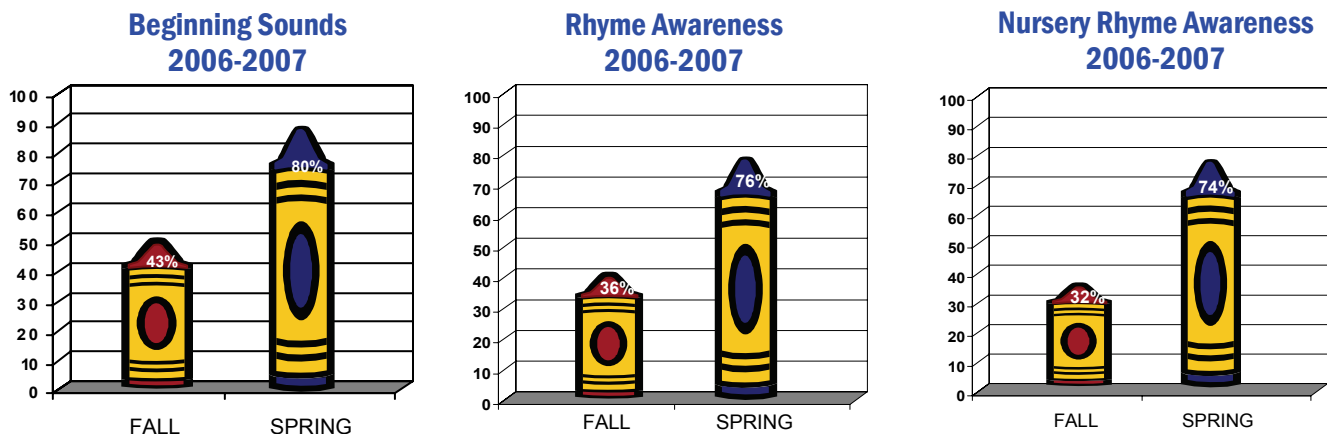
**Print and Word Awareness
2006-2007**



Print and word awareness increased from 30% in the fall to 76% of the students meeting their developmental range in the spring.

Beginning Sound Awareness and Rhyme Awareness

Beginning Sound Awareness and Rhyme Awareness is a significant step in a child's ability to learn to read because it tests the ability to manipulate sound units within spoken words. Students are shown picture cards and asked to identify the beginning sound of the picture. According to Invrtnizzi (2004), the knowledge of nursery rhymes has a direct positive impact on a student's ability to read and spell over the next three years.



Head Start students significantly improved their sound and rhyme awareness throughout the school year.

Comprehensive Services

Head Start provides comprehensive services for the families it serves. Upon enrollment students and families are assessed and their needs and concerns are identified. Families and students are then linked to sources to help meet their basic health and family needs. Head Start has proven to be successful in helping families overcome obstacles. In the 2005-2006 school year, Head Start served 16,596 children and families. Of those families, 82% received at least one service provided by Head Start. Parenting education and health education were the most popular services provided. Forty-five percent of the families received parent education services. Twenty three percent of the families of Head Start students received emergency or crisis intervention to address an immediate need for food, clothing, or shelter. Parents also sought to further their own education needs by enrolling in GED or college programs aided by Head Start. Other services provided by Head Start include English as a second language and housing assistance. Of the 354 homeless families served, 68% acquired housing during the year. Head Start helped families obtain mental health abuse and neglect services, child support assistance, marriage education services and assistance to families of incarcerated individuals.

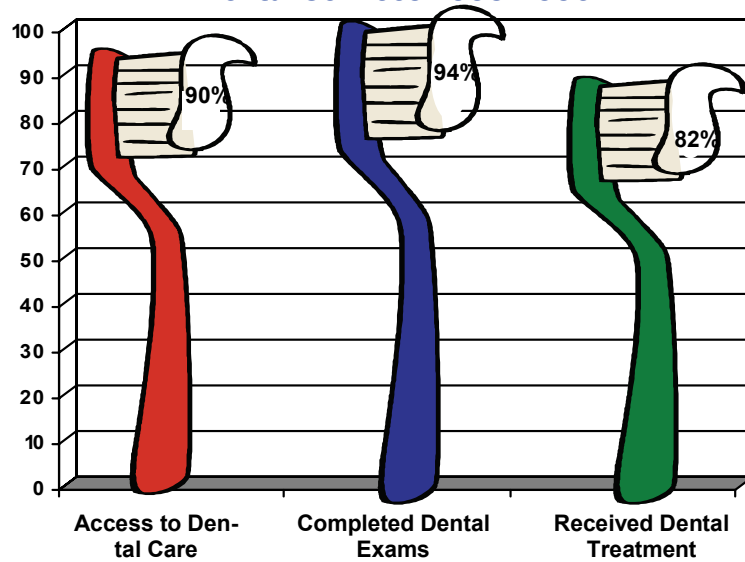
Families are assessed at the beginning of the year and **each is given assistance in developing a goal for their family's future** through a partnership process. Head Start resources and community partnerships help families meet their goals. **Ninety-three percent of families participated in the goal setting process.** The goal setting process involves identifying the strengths and needs of the family and the role Head Start can play in the process.

Comprehensive Services

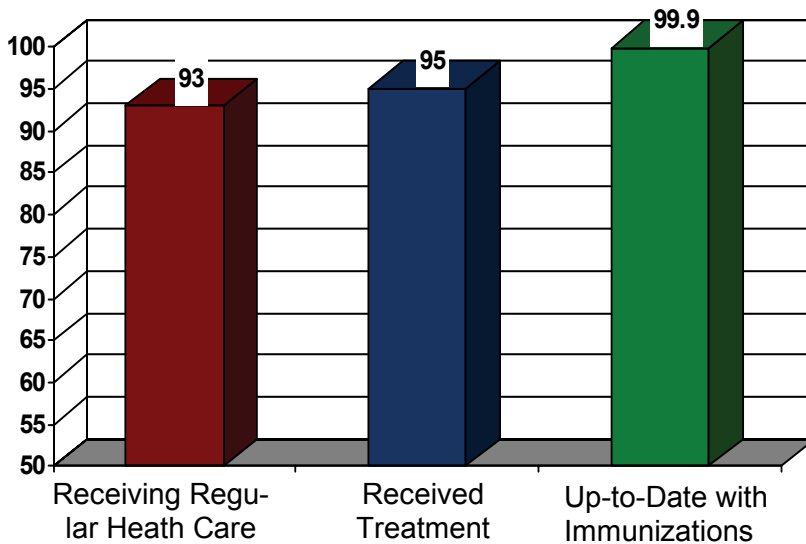
Head Start is committed to a comprehensive health vision for children and families. Students are screened as they enter Head Start and their health needs are identified. Head Start collaborates with parents and providers to develop an individualized plan and tracking procedures are initiated upon enrollment.

Head Start families benefit from all of the provided dental services. Ninety percent of Head Start students had access to dental care and 94% completed dental exams while enrolled in Head Start. Of the children needing dental treatments, Head Start helped 82% receive that service.

Dental Services 2005-2006

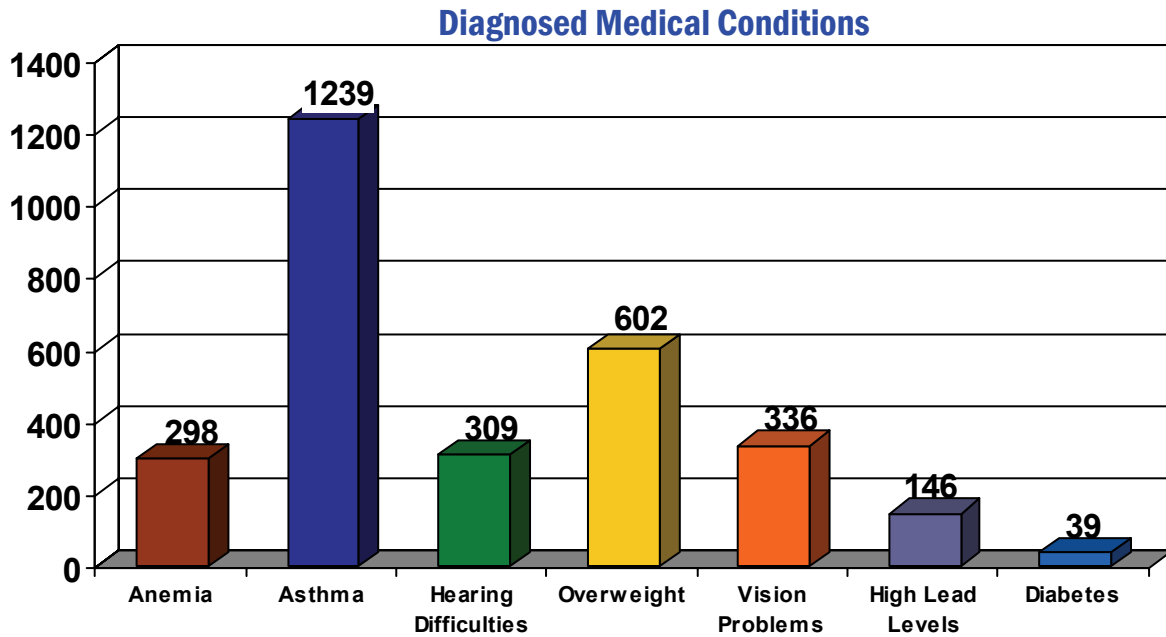


Medical Services 2005-2006



Head Start families are on track with health care services with 93% of the students on a regular schedule for age-appropriate preventive and primary health care. Of the students diagnosed as needing medical services, 95% received treatment. Head Start students are up-to-date with their immunizations.

Comprehensive Services



Head Start children were diagnosed and treated for various medical conditions throughout the year.

Disabilities

Health Impairment	1 %
Emotional/Behavioral Disorder	1 %
Speech or Language Impairment	61 %
Hearing Impairment	< 1 %
Orthopedic Impairment	< 1 %
Visual Impairment	< 1 %
Learning Disabilities	3 %
Autism	1 %
Developmental Delay	30 %
Multiple Disabilities	3 %

Head Start regulations require that at least 10% of the students receive disability services. In Virginia, 14% of the student population received services.



Virginia Head Start

***Smart Communities
Invest in Little Miracles.***

***Thank you to the Virginia Head Start Programs for providing the data used
in the outcomes report.***

***Virginia Head Start
Association***

P.O. Box 876
Lynchburg, VA 24505
(434) 847-3124
<http://www.headstartva.org/>

***Virginia Head Start
Collaboration Project***

Virginia Department of
Social Services
7 North 8th Street
(804) 726-7807
(804) 726-7653
