REPORT TO CONGRESS ON DUAL LANGUAGE LEARNERS IN HEAD START AND EARLY HEAD START PROGRAMS

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EXECUTIVE SUMMARY

INTRODUCTION

The Improving Head Start for School Readiness Act of 2007 (P.L. 110-134; hereafter the Head Start Act) requires the Secretary of the Department of Health and Human Services (HHS) to conduct a study on the status of limited English proficient children and their families participating in Head Start programs (including Early Head Start, Migrant and Seasonal Head Start, and tribal programs). The Office of Head Start has long required programs to support children who speak languages other than English at home in ways that are culturally and linguistically responsive, including promoting both their home language and English language development, and providing comprehensive services in ways that are culturally responsive. These requirements are consistent with provisions of the Head Start Act), which emphasizes improving outreach, enrollment, and quality of services to children with limited English proficiency.

The use of varying terms and definitions by different researchers and policy makers can complicate learning about children and families who are not native English speakers. Thus, this introduction starts by defining the group that is the focus of this report. After establishing terminology, we present the research questions addressed in the report and the data sources and analytic methods used to address the research questions. Finally, we summarize the key findings from the report.

Definition of Dual Language Learners (DLLs). In this study, we use the term "dual language learners" (DLLs) to encompass "limited English proficient" (LEP), as defined in the Head Start Act. This term is recognized in the Early Childhood Field as one used for a child who comes from a home where a language other than English is spoken. A DLL is a child learning two (or more) languages at the same time, or a child learning a second language while continuing to develop their first (or home) language. DLL also includes key groups of children served in American Indian/Alaska Native (AI/AN) and Migrant and Seasonal Head Start (MSHS) programs; AI/AN or MSHS children served in programs located in federal regions not under the auspices of AI/AN Head Start or MSHS; and children served in programs in Puerto Rico and U.S. territories.

Research Questions. The Head Start Act put forward several questions about this sizeable group of children and the services provided to them (the actual text from the legislation is included in the report). In response, the report addresses the following questions:

1. What are the characteristics of children who are dual language learners (DLLs) and their families receiving Head Start/Early Head Start services?
2. What is the nature of the Head Start/Early Head Start services provided to children who are DLLs and their families?
3. What are the qualifications and training of Head Start and Early Head Start teachers/staff that serve children who are DLLs and their families?
4. What are the languages that Head Start and Early Head Start teachers/staff use in relation to the children and families they serve?

5. What developmental progress is observed in children who are DLLs in Head Start/Early Head Start programs?

To provide important context for interpreting the answers to these questions, the report also highlights differences in each area between DLLs and children from homes where English is the primary language spoken.

The report makes use of three existing datasets designed to describe the experiences of children in Head Start programs to address as many of the questions posed by Congress as possible. The report also discusses the limitations of current data and current research methodologies to address many of the questions that are of critical interest to policy makers and practitioners. Some of these questions can be thoroughly answered, such as describing the demographics of DLLs who are served by Head Start and Early Head Start. Other questions can only be answered partially. For example, available data can describe the range and nature of services offered to children and families; however, the content, duration, and intensity of all types of services cannot be described in as much detail as desired (e.g., quality or intensity of instructional supports for language and literacy development). The report provides as much of a response as the available data and existing methods can reliably address. For example, reporting the rate of progress made by children who are dual language learners and their families enrolled in Head Start programs is limited by the state of the field more broadly in the area of assessment of young dual language learners (discussed more in the report). For some questions, important information is available beyond that specified in the Act, such as in the area of qualifications and training provided to teachers. While data do not exist to answer some of the questions posed by Congress at this time, several efforts are underway to build capacity in this area in order to improve the state of knowledge about the children and families served by Head Start, as well as those served by other early childhood programs. Such efforts funded by ACF are discussed in the final chapter of the report.

Data Sources. The current report utilizes three datasets to describe the children and families enrolled in Head Start programs and their experiences in the programs: the Head Start Program Information Report (PIR), the Head Start Family and Child Experiences Survey (FACES), the Early Head Start Family and Child Experiences Survey (Baby FACES). In this section, we present a brief overview of each of the data sources analyzed for this report, and we briefly explain the limitations of the data for the purposes of this report. Please refer to the full report and to the supporting documentation for each data source for more information regarding the respective research designs, samples, and data limitations.

Head Start Program Information Report (PIR). The Office of Head Start Program Information Report (PIR) provides comprehensive descriptive data on the services and staff of Head Start and Early Head Start programs nationwide.[1] All grantees and delegate agencies are required to submit Program Information Reports annually. The report presents data from the 2007-2008 program year, which were the most current PIR data available at the time that data analyses began.

[1] For more information on the Office of Head Start Program Information Report (PIR), see descriptions and survey forms on the ACF website at http://eclkc.ohs.acf.hhs.gov/hslc/Head percent20Start percent20Program/pir .

Information from the PIR is aggregated at the program, or grantee, level and therefore, it is not possible to break down and examine the data by subsets of children, such as children who are dual language learners. Primarily, we use PIR data in the report to describe program characteristics, including enrollment, regional distribution, program options, qualifications of staff, and services available to and received by children/families at the grantee-, regional-, and national-level. These data permit us to look at the staff and services provided by grantees with different concentrations of children and families speaking languages other than English at home. For example, where are grantees with higher concentrations of children and families speaking languages other than English located?

The PIR is the only data source that provides information about the universe of Head Start programs, including Migrant and Seasonal Head Start (MSHS) programs, American Indian and Alaska Native (AIAN) programs, and programs in Puerto Rico and other U.S. territories. This permits us to describe limited demographic characteristics of children and families enrolled in MSHS and AI/AN-HS, and the program options and types of services available to and utilized by families enrolled in these programs.

Head Start Family and Child Experiences Survey (FACES). The Head Start Family and Child Experiences Survey (FACES) is a nationally representative cohort study of 3- and 4-year-old children enrolled in Head Start.[2] The report uses data from the 2006 cohort, which includes 3- and 4-year-old children who entered Head Start in the fall of 2006, their families, and local program staff.

FACES complements PIR data by bringing analyses down to the child and family level. We present FACES data from interviews with parents at Head Start entry and exit, interviews with teachers, education coordinators, and center directors, teacher reports of each child at Head Start entry and exit, observations of Head Start classrooms in the spring of 2007, and direct child assessments at Head Start entry and exit. FACES data are used in the report to describe, at the individual level: (1) characteristics and experiences of children and families enrolled in Head Start; (2) staff qualifications, credentials, and beliefs; (3) classroom practices and quality; and (4) developmental progress of children.

FACES data permit us to describe the characteristics and experiences of children and their families by varying degrees of exposure to languages other than English (i.e., children whose parents primarily use a language other than English to speak with them, children with low English proficiency at Head Start entry). Due to the small sample sizes among groups of children speaking languages other than English or Spanish and limited assessment tools in these other languages, FACES has far more data on Spanish-speaking children in Head Start than on children speaking any other non-English languages. Children were not assessed directly if they could not be assessed in English and they spoke a language other than Spanish.

For multiple reasons, FACES has not sampled from programs operated by federally recognized AI/AN tribes, consortia, or corporations, MSHS programs, or programs located in Puerto Rico and the Pacific Islands. Therefore FACES data cannot be used to describe children

[2] For more information on the Head Start Family and Child Experiences Survey (FACES), see technical reports on the ACF website http://www.acf.hhs.gov/programs/opre/hs/faces/.

and families served by these programs. These limitations are discussed in greater depth in the full report and in the FACES technical reports.

Early Head Start Family and Child Experiences Survey (Baby FACES). The Early Head Start Family and Child Experiences Survey (Baby FACES) is a nationally representative sample of infants who enrolled in Early Head Start in 2009.[3] We use data from the "1-year-old cohort," which includes children who were between 10 and 15 months of age at the time of data collection in the spring of 2009, their families, and local program staff.

Baby FACES supplements PIR and FACES data with a focus on infants served by the Early Head Start programs, and by bringing analyses down to the child- and family-level for this group. The report presents analyses of Baby FACES baseline data collected in spring of 2009 from interviews with parents, interviews with home visitors and caregivers, interviews and self-administered surveys with program directors, home visit observations, and direct classroom observations. These data are used to describe, at the individual level: (1) characteristics and developmental status of 1 year old children in Early Head Start; (2) program services, including quality of home visits and classrooms; (3) staff qualifications and credentials; and (4) family well being, parent-child interactions, and aspects of the home environment.

Baby FACES data provide a snapshot of infants' developmental status and family experiences when children are 1 (and eventually, will depict these children at 2- and 3-years old). Baby FACES data permit analyses of children by DLL status. However, as described above, due to the small sample sizes of families speaking non-Spanish LOTEs and the lack of reliable instruments in languages other than English and Spanish, we are unable to present as much information about infants in families where non-Spanish LOTEs are spoken.

Limitations of Research for this Population. The limitations of extant research and methodology concerning young children who are dual language learners (DLLs) restrict the quality of data that are available on DLLs in Head Start and Early Head Start programs. Both FACES and Baby FACES utilized the best and most feasible methods available at the time of data collection for nationally representative, comprehensive, large-scale studies to represent the experiences of young children who are dual language learners. These two studies represent the cutting-edge of national surveys in assessing development of young children who are dual language learners (DLLs), but they had to balance the need to represent the experiences of all children in Head Start and Early Head Start, respectively, with a commitment to accurately reflect the experiences of DLLs. As discussed more fully in the report, data on developmental progress of DLLs is generally limited, for Head Start as for other early childhood programs, by lack of widely recognized, reliable measurements in the field at this point in time.

Operational Definitions. The report operationally defines DLLs as children for whom a language other than English (LOTE) was spoken at home, as reported by parents. Most of the findings reported reflect children who match this definition. Analyses of PIR data distinguish children who live in homes where a LOTE was spoken, regardless of which language was dominant in the home. Children for whom English was the primary or only language that

[3] For more information on the Early Head Start Family and Child Experiences Survey (Baby FACES), see technical reports on the ACF website at http://www.acf.hhs.gov/programs/opre/ehs/descriptive_study/index.html.

parents reported speaking at home are referred to throughout the report as children from monolingual English homes. There is diversity in the language experiences of children in both of these groups: nearly one out of four "DLLs" live in homes where English is also spoken and nearly one out of four "children from monolingual English homes" hear other languages at home. Clearly, distinguishing home language experiences in dichotomous or simple terms is not fully accurate or completely satisfactory. However, as with the vast majority of research studies investigating the implications of home language experiences, this report must present analyses and findings in somewhat simple terms, due to limited subgroup sizes and for the sake of clarity of discussion. Within the findings presented on children's developmental progress, DLLs are distinguished into two groups: DLLs who passed an English language screener and were administered an assessment battery in English) and DLLs who did not pass the screener and completed an assessment battery in Spanish. In general, the data described do not include children in AI/AN or MSHS programs, except where noted. Also, the data do not include children and programs in Puerto Rico and other U.S. territories, as speaking a language other than English in these contexts, where English is not the dominant language, does not have the same meaning.

This executive summary provides a synopsis of the major findings regarding children who are dual language learners, their families, and the services they receive.

KEY FINDINGS

A. CHARACTERISTICS OF DLLs: What are the characteristics of children who are dual language learners (DLLs) and their families receiving Head Start/Early Head Start services?

Slightly more than a quarter of children enrolled in Head Start and Early Head Start come from homes in which a language other than English is spoken. According to the 2007-2008 PIR, 29 percent of children enrolled in Head Start and 26 percent of children enrolled in Early Head Start are DLLs. Most children enrolled in MSHS programs are DLLs (89 percent), while only 7 percent of children enrolled in AI/AN programs are DLLs.

DLLs are most heavily concentrated in the West and South regions of the U.S., but there are DLLs in all regions and U.S. territories. In 2007-2008, over a third (37 percent) of DLLs in Head Start, Early Head Start, MSHS, and AI/AN programs were located in the West, while 23 percent attended programs in the South. The remaining DLLs were almost evenly distributed across programs in the Northeast (15 percent), Midwest (13 percent), and U.S. Territories (13 percent). MSHS programs are concentrated in the South (42 percent) and West (45 percent), with far fewer in the Midwest (9 percent) and Northeast (4 percent).[4]

For most DLLs in Head Start and Early Head Start, Spanish is the primary language spoken at home. More than four-fifths of DLLs enrolled in Head Start and Early Head Start are from Spanish-speaking homes. Within Head Start, 84 percent of DLLs were from Spanish-

[4] Data from the 2007-2008 Office of Head Start Program Information Report (PIR). All subsequent statements reflecting PIR 2007-2008 data will be identified with superscript "P".

speaking homes, 5 percent were from homes where an Asian language is spoken, 3 percent were from homes where an African language was spoken, and the remaining DLLs came from homes where other languages were spoken, including European/Slavic languages, Pacific Island languages, and Native North American/Alaska Native languages.[F] Within Early Head Start, 91 percent of DLLs were from Spanish-speaking homes (the remaining 9 percent reflecting all other LOTEs).[B] Among the children enrolled in MSHS programs, approximately 9 out of 10 speak a language other than English at home, and Spanish is the most common language spoken (85 percent). Only approximately 4 percent of MSHS families primarily speak one of the native Central American, South American, Mexican, or Caribbean languages.[P]

Few children enrolled in tribal programs speak a language other than English at home. The most common non-English language spoken among families in tribal programs is a native language (Native North American/Alaska Native language), spoken by 5 percent of families in AI/AN programs.[P]

Most DLLs in Head Start and Early Head Start were born in the United States. The majority of their parents were born outside of the U.S. 92 percent of DLLs entering Head Start in fall 2006 were born in the U.S., but most of their parents (86 percent of mothers and 90 percent of fathers) were born outside the U.S.[F] Eighty-two percent of DLLs entering Head Start had two parents born outside the U.S. Two-thirds of 1-year-old DLLS in Early Head Start in spring 2009 had foreign-born mothers and three-fourths had foreign-born fathers. Both parents were foreign-born in 64 percent of DLLs' families.[B] The majority of foreign-born parents of DLLs in Head Start and Early Head Start came from Mexico.

The majority of parents of DLLs in Head Start and Early Head Start have been in the U.S. for 6 years or more. In fall 2006, approximately three-quarters of foreign-born mothers and fathers of DLLs had been in U.S. for 6 years or more.[F] Similarly, in Early Head Start, more than two-thirds of foreign-born mothers and three-quarters of foreign-born fathers of DLLs had been in the U.S. for 6 years or more.[B]

More than half of parents of DLLs in Head Start and Early Head Start report that they don't understand English well or don't understand it at all. Among DLLs in Head Start, 48 percent of their parents reported that they did not understand English well and an additional 15 percent did not understand it at all.[F] In Early Head Start, 47 percent of parents of DLLs did not understand English well and an additional 10 percent did not understand English at all.[B] However, nearly all parents of DLLs entering Head Start in 2006 were literate in their first language, and the parents of 1-year-old DLLs in Early Head Start reported reading very well (60 percent) or well (34 percent) in their native language.

The majority of DLLs in Head Start and Early Head Start live with both their mother and their father. Among DLLs in Head Start, 72 percent lived with both their mother and their father (biological or adoptive).[F] Similarly, 71 percent of 1-year-old DLLs in Early Head Start lived with both their mother and their father (biological or adoptive).[B] 75 percent of children enrolled in MSHS programs, most of whom are DLLs, lived in two-parent families. Among DLLs in Head Start who live with two parents, their parents are more likely to be married (49 percent) than unmarried (23 percent). Among DLLs in Early Head Start, 37 percent were living

with two parents who were married. DLLs in Early Head Start and in Head Start are more likely than their peers from monolingual English homes to live with two parents and with parents who are married.

On average, DLLs in Head Start and Early Head Start live in households of 5 people. DLLs in Head Start lived with an average of 2.4 adults and 2.7 children.[F] About 13 percent of DLLs lived in intergenerational households (i.e., with at least one biological or adoptive parent and at least one grand- or great-grandparent). In Early Head Start, DLLs lived with an average of 2.1 adults and 2.9 children, and about 13 percent lived in an intergenerational household.[B] On average, DLLs live in larger households than children from monolingual English homes.

A small proportion of DLLs in Head Start and Early Head Start were born to a teenage mother. Nine percent of DLLs in Head Start were born to a teenage mother.[F] Sixteen percent of 1-year-old DLLs in Early Head Start were born to teenage mothers.[B] DLLs were less likely than children from monolingual English homes to have been born to a teenage mother (in Head Start 9 percent vs. 19 percent; in Early Head Start 16 percent vs. 25 percent).

The majority of DLLs in Head Start and Early Head Start are living with parents who have not earned a high school diploma or GED. Approximately half of DLLs in Head Start were living with at least one parent who had earned at least a high school diploma or GED; 22 percent of DLLs were living with at least one parent with education beyond high school.[F] Approximately 62 percent of DLLs in Early Head Start were living with at least one parent who had earned a high school diploma or GED; 29 percent were living with at least one parent with education beyond high school.[B] Over three-quarters of children enrolled in MSHS programs, most of whom are DLLs, were living with parents who had not completed a high school diploma or GED.[P] On average, DLLs' parents have lower educational attainment than parents from monolingual English homes.

Most DLLs come from working families. Among DLLs in Head Start programs, 85 percent lived with at least one parent who was employed, and 70 percent lived with at least one parent who was employed full-time.[F] Among parents of DLLs in Early Head Start, 80 percent lived with at least one employed parent, and 64 percent lived with at least one parent who was employed full-time.[B] In MSHS programs, at least one parent is employed in 90 percent of two-parent families and 76 percent of single parent families.[P] DLLs were more likely than children from monolingual English homes to live with a parent who was working and less likely to live with a parent who was unemployed and looking for work.

Most DLLs in Head Start and Early Head Start are living in poverty. Among DLLs in Head Start, 64 percent lived in a household with income at or below the poverty threshold; 81 percent lived in a household with income at or below 130 percent of the poverty threshold.[5 F] Among 1-year-old DLLs in Early Head Start, 76 percent lived in a household with income at or

[5] The federal poverty threshold for a family of four was $20,000 in 2006. Head Start qualifying criteria are based on family income, not household income, and there are other circumstances not dependent on family income that may qualify a child or family for the program, regardless of income. Other qualifying criteria include children in foster care and children with special needs. Individual grantees may also propose qualifying criteria to target special populations within the communities they serve (e.g., families in transitional housing)

below the poverty threshold; 90 percent lived in a household with income at or below 130 percent of the poverty threshold.[B] Even though DLLs are more likely than children from monolingual English homes to live with a parent who is employed, their household's income is more likely to fall at or below the poverty threshold.

Most parents of DLLs in Head Start and Early Head Start are not receiving welfare cash assistance, but many are receiving food stamps, and most participate in WIC. Among DLLs who entered Head Start in fall 2006, 15 percent lived in households that received federal cash assistance, 31 percent lived in households that received food stamps, and 74 percent participated in WIC at the time.[F] Thirty percent of 1-year-old DLLs in Early Head Start lived in households that received federal cash assistance, while 52 percent lived in households that received food stamps, and 92 percent participated in WIC.[B] Only 3 percent of families in MSHS programs were receiving federal cash assistance in 2007-08, but 57 percent were receiving WIC benefits.[P] DLLs' parents, especially in Head Start, are less likely than parents who reported English was the primary or only language spoken at home to be receiving public assistance, but they are more likely to participate in the WIC program.

Financial struggles are common in families of DLLs in Early Head Start. Among DLLs in Early Head Start, 48 percent of their parents reported having at least one out of five financial security difficulties they were asked about, including paying the full amount of their rent or mortgage or their utility bills.[B] Half of the parents of DLLs also reported having at least one out of five food security difficulties they were asked about. Parents of DLLs in Early Head Start were more likely than their primarily English-speaking counterparts to report more than one food security difficulty (51 percent vs. 26 percent) and twice as likely to report difficulty affording balanced meals (39 percent vs. 19 percent).

Relatively few DLLs in Head Start have had a disability identified by a professional. Teachers reported that approximately 8 percent of DLLs who entered Head Start in fall 2006 had a developmental problem, delay or special need indicated by a professional.[F] Programs reported that 4.1 percent of children enrolled in MSHS programs had a disability.[P] DLLs in Head Start were less likely than children from homes where English is the primary or only language spoken to have been identified by a professional as having a disability (8 vs. 14 percent).[F]

Nearly all DLLs in Head Start and Early Head Start receive regular medical and dental checkups appropriate for their age. Among DLLs in Head Start, 99 percent had received a regular medical checkup in the past year, and 92 percent had received a regular dental checkup in the past year.[F] Among 1-year-old DLLs in Early Head Start, all were reported to have received a regular medical checkup in the past year, and 28 percent had ever visited the dentist.[B]

Nearly all DLLs in Head Start and Early Head Start have some health insurance coverage. Among DLLs entering Head Start in 2006, 91 percent were covered by health insurance—approximately 57 percent had private health insurance coverage, 66 percent had Medicaid coverage, and 6 percent were enrolled in the State Children's Health Insurance Program (SCHIP).[F] Among DLLs in Early Head Start in 2009, 95 percent were covered by health insurance—24 percent were covered by private insurance, 77 percent through Medicaid

coverage, and 19 percent through SCHIP.[B] In MSHS programs, 97 percent of children were covered by health insurance by the end of the enrollment year, most by Medicaid (72 percent), SCHIP (3 percent), or both (5 percent).[P] DLLs in Head Start were less likely than children from homes where English was the primary or only language spoken to have Medicaid coverage (66 percent vs. 75 percent).[F]

Many DLLs in Head Start and Early Head Start receive child care in other settings, most often in home-based care by relatives. Among DLLs in Head Start, 26 percent were in some child care arrangement outside of Head Start,[F] mainly provided by relatives or by nonrelative family child care providers. Over half of 1-year-old DLLs in Early Head Start were in some kind of child care arrangement outside of Early Head Start,[B] again, mainly through relatives or nonrelative family child care providers. DLLs in Head Start were more likely than children from homes where English was the primary or only language spoken to be in a child care arrangement outside Head Start (26 percent vs. 12 percent), but in Early Head Start, DLLs were less likely to be in a child care arrangement outside Early Head Start (58 percent vs. 72 percent)

Some parents of DLLs report symptoms of psychological distress. Among DLLs in Head Start, 12 percent of their parents reported symptoms indicating they may have had moderate to severe depression.[F] In Early Head Start, 13 percent of DLLs' parents reported symptoms indicating that they were moderately or severely depressed.[B] Parents of DLLs in Head Start and Early Head Start were less likely than parents from homes where English was the primary or only language spoken to report symptoms indicating moderate to severe depression.

Primary caregivers of DLLs in Early Head Start report a mix of parenting beliefs. They report relatively high levels of both traditional, authoritarian parental beliefs (mean of 20 out of 25 possible points) and progressive, democratic beliefs (mean of 19 out of 25 points).[B] DLLs in Early Head Start were less likely than children from homes where English was the primary or only language spoken to have parents who reported that they spanked their child in the past week (6 percent vs. 15 percent).

B. HEAD START AND EARLY HEAD START SERVICES PROVIDED TO DLLs: What is the nature of the Head Start/Early Head Start services provided to children who are DLLs and their families?

1. Service Approaches:

The majority of DLLs in Early Head Start are in the home-based option. Slightly more than one-half of DLLs in Early Head Start were enrolled in home-based programs, while one-third were enrolled in center-based programs.[B] Nine percent were enrolled in a combination program, and 2 percent were enrolled in a family child care program.

Center-based care for DLLs was most likely full-time in Early Head Start and part-time in Head Start. Three-fourths of DLLs in Early Head Start were enrolled in a full-day program

(according to program directors' definitions, 65 percent in a year-round full-day program and 14 percent in a part-year, full-day program).[B] In contrast, two-thirds of DLLs in Head Start were enrolled in a part-day program.[F] Nearly all children enrolled in MSHS programs in 2007-2008 were in full-day center-based programs.[P] Compared to children from monolingual English homes, DLLs were less likely to be enrolled in programs that offered full-day center-based early education and care.

2. Classroom Features and Quality

In Head Start, the average classrooms of DLLs who entered in fall 2006 exceed standards for group size and child-adult ratio, and in their interactions with children, the lead teachers demonstrated sensitivity, responsiveness, and encouragement. The average classroom environment, however, was rated in the minimal to good range, and the teacher's instructional support was rated low. Similarly, in Early Head Start, the group size and child-staff ratio in the average classroom of 1-year-old DLLs in spring 2009 exceed standards, but the quality of the average classroom was rated in the minimal to good range

Average child-adult ratios and group sizes in Early Head Start and Head Start exceed recommended levels. On average, the classrooms of 1-year-old DLLs in Early Head Start classrooms in spring 2009 included 5.7 children and 2.5 adults, for a child-adult ratio of 2.3 to 1 (well within the maximum group size and ratio recommended by the American Academy of Pediatricians, American Public Health Association, and the National Resource Center for Health and Safety in Child Care and Early Education).[B] On average, DLLs who entered Head Start in fall 2006 were in classrooms that included 15.2 children and 2.2 adults (a ratio of 6.9 children per adult), within the levels recommended by the NAEYC.[F]

Global ratings of classroom quality indicate that, on average, Early Head Start and Head Start classrooms provide minimal to good quality care. The average ITERS score for the classrooms of 1-year-old DLLs in Early Head Start in spring 2009 was 3.9, in the minimal to good range.[B] According to the ECERS-R data, the average quality of the classrooms of DLLs who entered Head Start in fall 2006 was between minimal and good.[F] DLLs and their counterparts from monolingual English homes experienced similar quality of care in home visits and Early Head Start centers.

On average, the quality of interactions between children and lead teachers in Head Start is good. The Arnett Caregiver Interaction Scale scores show that the average quality of interactions between lead teachers and children in classrooms of DLLs was good.[F] The average Arnett score for lead teachers in the classrooms of DLLs was 67.8, suggesting high levels of teacher sensitivity, responsiveness, and encouragement of children's independence and self-help skills.

The average quality of instructional support in Head Start is low. The average CLASS Instructional Support score in the classrooms of DLLs was 1.9, with average subscores ranging from 1.7 for concept development to 2.1 for language modeling.[F]

Most DLLs in Head Start were in classrooms that provided reading and language activities as well as math activities on a daily or nearly daily basis. More than half of DLLs who entered Head Start in fall 2006 were in classrooms in which teachers reported each of 11

reading and language activities took place daily or almost daily.[F] The extent to which Head Start teachers reported reading and language activities and math activities was very similar for DLLs and children from monolingual English homes. However, DLLs were less likely to be in classrooms in which daily activities included discussing new words (71 percent vs. 82 percent).

Almost all DLLs in Early Head Start and Head Start were exposed to adults speaking English, and the majority of DLLs were exposed to adults speaking Spanish. Nearly all (98 percent) of 1-year-old DLLs receiving center-based Early Head Start services in 2009 were exposed to adults speaking English in their classroom, and 81 percent were exposed to adults speaking Spanish in their classroom.[B] Similarly, in Head Start, 98 percent of DLLs who entered in fall 2006 were in classrooms in which English was used for instruction, while 58 percent were in classrooms in which Spanish was used for instruction.[F] The majority of DLLs in Early Head Start and Head Start were in classrooms that used their home language for some instruction (85 percent in Early Head Start centers, 60 percent in Head Start). According to parents, 85 percent of DLLs in Head Start were in a program in which staff members speaking their child's home language were available in the program. In MSHS programs, PIR data indicate that 71 percent of non-supervisory staff members, including teachers, assistant teachers, and family child care providers, were proficient in a language other than English.

3. Characteristics and Quality of Home Visits in Early Head Start.

Early Head Start home visits with 1-year-old DLLs typically lasted more than an hour (82 minutes, on average) and involved an average of one adult, the 1-year-old, and often a sibling. Nearly three-quarters of home visits with DLLs were conducted in Spanish.[B]

On average, the observed quality of home visits (using the HOVRS) was rated as slightly above adequate.

There were some differences in activities observed during home visits with DLLs compared to visits to monolingual English homes.[B] Activities during home visits with DLLs were less likely to include provision of education or information (61 percent vs. 75 percent), evaluation/feedback on parent-child interactions (35 percent vs. 49 percent), or child/parent observation/assessment (59 percent vs. 68 percent).

4. Other Services

In Head Start, about half of DLLs with a disability had an IEP. Eight percent of DLLs had a teacher-reported disability, and 53 percent of these children had an individualized education program (IEP) or individualized family service plan (IFSP).[F]

A wide range of services are offered to families of DLLs in Early Head Start. Virtually all 1-year-old DLLs in Early Head Start were in programs that offered a wide range of family services, either directly, by referral, or through a community partner on- or off-site.[B] These services included employment assistance and job training, assistance in obtaining health and mental health services, information about Head Start, and information about community resources. Two-thirds of programs provided activities and workshops targeting parents of DLLs. However, ***many families of DLLs in Early Head Start and Head Start do not report receiving family services***. A minority of families in Early Head Start reported receiving these types of services

from any source during the past year. In Head Start, only 12 percent of parents of DLLs reported that Head Start made them aware of or helped them obtain one or more of these types of services.[F] Parent reports about services received from or with the assistance of Head Start were similar across DLLs and children from monolingual English homes.

Family involvement in Early Head Start activities varies widely. Nearly 80 percent of parents of DLLs in Early Head Start reported that they attended group activities for parents and their children during the past year.[B] Nearly two-thirds of parents of DLLs reported that they attended an Early Head Start social event, and 57 percent attended parent education meetings or workshops related to children. Nearly half reported volunteering in an Early Head Start classroom. In 18 percent of families of DLLs, the father or father-figure attended events just for men/fathers.

In Early Head Start, DLLs were more likely than children from monolingual English homes to be in programs offering English language and literacy-related services, their parents were more likely to have received several literacy and language-related services and health services, and their parents reported higher involvement in many program activities.[B] The Early Head Start programs attended by DLLs were less likely to have formal connections with Part C agencies (i.e., agencies that provide early intervention (EI) services to children aged birth to three with developmental delays or a medical condition likely to lead to a developmental delay.)

C. QUALIFICATIONS AND TRAINING OF STAFF WHO SERVE DLLS: What are the qualifications and training of Head Start and Early Head Start teachers/staff that serve children who are DLLs and their families?

The teachers and home visitors caring for DLLs, and their managers, provide the care that shapes the experiences of DLLs in Early Head Start and Head Start. The report examines the characteristics and employment experiences of the teachers, home visitors, and managers caring for DLLs in Early Head Start and Head Start.

1. Teachers Caring for DLLs in Early Head Start, Head Start, and MSHS

More than half of teachers of DLLs are Hispanic. A substantial proportion of DLLs in Early Head Start and Head Start are cared for by teachers who are also Hispanic. Half of 1-year-old DLLs in Early Head Start classrooms had teachers who were Hispanic[B] Similarly, nearly half of DLLs in Head Start in fall 2006 had lead teachers who were Hispanic.[F]

The majority of DLLs in Early Head Start and Head Start centers have teachers who have a college degree, although there is variability. In Early Head Start, 55 percent of DLLs in center-based care had a teacher with an associate's or bachelor's degree.[B] Only 15 percent were cared for by a teacher with only a high school diploma or less. Most DLLs (87 percent) in Head Start were cared for by a lead teacher who had an associate's or bachelor's degree.[F] Only 5 percent of teachers serving DLL children had only a high school diploma or GED. In MSHS programs in 2007-2008, 54 percent of teachers had an associate's or bachelor's degree.[P] DLLs in Early Head Start were less likely to have teachers with a college or graduate/professional degree than children from monolingual English homes (55 percent vs. 68 percent).[B]

One-fourth to one-half of teachers of DLLs had a degree in early childhood education. The education and training of teachers may have greater impact on their practices if it includes some focus or specialized preparation in child development and early childhood education. Among teachers of DLLs in Early Head Start with a college degree, nearly half (45 percent) had early childhood education included in their field of study.[B] Among DLLs in Head Start, 28 percent had a teacher with a degree in early childhood education.[F] Two-thirds of teachers of DLLs in Early Head Start and 60 percent of lead teachers of DLLs in Head Start had earned a CDA. More than half (57 percent) of teachers in MSHS programs in 2007-2008 had a CDA credential.[P] Fewer teachers have a state-awarded preschool certificate or license. One-third of DLLs in Early Head Start have a teacher with such certification, and nearly half (47 percent) of DLLs in Head Start had one.[B,F] DLLs in Head Start were more likely than their peers from monolingual English homes to have a lead teacher who had a state-awarded preschool certificate (47 percent vs. 23 percent) or a teaching certificate or license (59 percent vs. 36 percent).

Many teachers of DLLs have more than 5 years of experience in Early Head Start and Head Start. Nearly half (48 percent) of DLLs in Early Head Start, and three-quarters of DLLs in Head Start had teachers who had worked in Early Head Start for 5 or more years.[BF] In Head Start, the lead teachers of DLLs had been teaching for an average of 13 years. DLLs and children from monolingual English homes have teachers with similar years of teaching, years of teaching in Head Start, and teaching in the current program. However, in Early Head Start, teachers of DLLs had fewer years of experience caring for infant or toddlers than teachers of children from monolingual English homes.

Average turnover of Early Head Start and MSHS teachers is moderate. Teacher turnover during the past 12 months in programs of 1-year-old DLLs in center-based Early Head Start care in 2009 was 14 percent.[B] About one-fifth of Early Head Start programs offering center-based care experienced a teacher turnover rate greater than 25 percent. Similarly, the average teacher turnover rate in MSHS programs in 2007-2008 was 15 percent.[P]

2. Home Visitors Caring for DLLs in Early Head Start

More than half of home visitors serving DLLs are Hispanic. Three-quarters of 1-year-old DLLs in Early Head Start who were receiving home visits had home visitors who were Hispanic.[B]

Depression may afflict some home visitors. Most home visitors serving DLLs in Early Head Start did not report elevated symptoms of psychological distress.[B] However, for a small proportion (4 percent), moderate or severe depression may be a problem.

Nearly all DLLs receiving home-based Early Head Start services have home visitors with education beyond high school, and many had home visitors with specialized training in early childhood development and/or education. Nearly two-thirds (62 percent) of 1-year old DLLs in Early Head Start who were receiving home-based services had a home visitor with an associate's or bachelor's degree, and nearly two-thirds (64 percent) had home visitors whose field of study included early childhood education.[B] Almost half (45 percent) of DLLs had a home visitor with a CDA credential, and similarly, 45 percent had home visitors with state-awarded preschool certification. DLLs in home-based Early Head Start services were less likely than

children from monolingual English homes to have a home visitor who had completed college, but more likely to have a home visitor who had either received some college education or a state-awarded preschool certificate.

More than a third (43 percent) of DLLs in Early Head Start had home visitors who had worked in Early Head Start 5 or more years.[B] DLLs had home visitors who had less experience caring for infants and toddlers, on average, than home visitors of children from monolingual English homes (7 vs. 10 years).

Average turnover of Early Head Start home visitors is moderate. Home visitor turnover during the past 12 months in programs of 1-year-old Early Head Start DLLs in home-based care in 2009 was 15 percent, on average.[B] About one-fifth of programs offering home-based services experienced a home visitor turnover rate higher than 25 percent.

3. Managers Overseeing Teachers and Home Visitors Caring for DLLs in Early Head Start and Head Start

Although supervisors, coordinators, and directors do not normally care for children in Early Head Start and Head Start directly, they can have an impact on the care children receive through their monitoring of teachers and home visitors and the policies and practices they set and model for frontline staff.

Managers in programs serving DLLs have high levels of education. Three-quarters of DLLs were enrolled in programs in which mid-level managers (program manager/supervisor in Early Head Start and center director in Head Start) had a bachelor's degree or higher (75 percent in Early Head Start and 72 percent in Head Start), and notable proportions of DLLs were enrolled in programs with mid-level managers who had a graduate or professional degree (27 percent in Early Head Start and 43 percent in Head Start).[B,F] Most DLLs in Early Head Start and Head Start were in programs led by a director with a bachelor's degree or higher, and two-thirds to three-quarters were in programs in which the director had a graduate or professional degree.

Many managers in Head Start (but not in Early Head Start) have a child development or early education credential or certification. Very few of DLLs in Early Head Start were in programs in which program managers/supervisors or directors had a CDA credential (less than 1 percent) or state-awarded preschool certificate (3 percent).[B] In contrast, one-third of DLLs in Head Start were in programs in which the center director had a state-awarded preschool certificate, and nearly half (47 percent) were in programs in which the education coordinator had a state-awarded preschool certificate.[F]

A majority of DLLs in Head Start are in programs in which center directors and education coordinators have a teaching certificate or license. More than half of DLLs in Head Start had center directors (53 percent) with a teaching certificate.[F] Nearly two thirds (63 percent) of DLLs in Head Start were in programs in which the education coordinator had a teaching certificate.

Head Start managers have more than a decade of experience working in Head Start. On average, DLLs had center directors with 11 years of experience in Head Start, 9 of those in their current program.[F] On average, DLLs were in programs with education coordinators who had

worked in Head Start for 14 years, all in their current program. They also had program directors who had worked in Head Start for an average of 18 years, 15 of those in their current program.

D. LANGUAGES USED BY STAFF WHO SERVE DLLS: What are the languages in which Head Start and Early Head Start teachers/staff are fluent in relation to the children and families they serve?

The available data provide information that indirectly informs the question posed by Congress about the languages used in providing services to children who are DLLs and their families. However, there are no data that speak directly to the question of the fluency of Head Start staff in particular languages.

Multiple languages are often used in classrooms and home visits. Among DLLs in Early Head Start home-based services, adults speak English during 70 percent of home visits and Spanish during 77 percent of home visits, reflecting that teachers and home visitors use both languages within many visits.[B]

English is the language most often used to read to children in the classroom; however, children's home language is used in most home visits and classrooms. In Early Head Start, the child's home language was used during 89 percent of home visits.[B] The child's home language was used in the Early Head Start classrooms of 85 percent of DLLs. In Head Start classrooms, the child's home language was used for at least some instruction in the classrooms of 60 percent of DLLs.[F] In Early Head Start classrooms, DLLs were most likely to have a lead teacher who spoke a language other than English in the classroom (69 percent), followed by an assistant teacher (47 percent), classroom aide (30 percent), and volunteer or other non-staff person (19 percent). Most DLLs in Head Start (85 percent) were in programs in which staff members speaking the child's home language were available, as reported by parents.

Teachers and home visitors use a variety of strategies to communicate with the families of DLLs. Half (52 percent) of the families of DLLs in Early Head Start had teachers or home visitors who spoke to them only in English.[B] Two-thirds (67 percent) had teachers or home visitors who used an informal interpreter. Three-fourths had teachers or home visitors who used physical cues or hand gestures to communicate with families speaking languages other than English.

E. DEVELOPMENTAL PROGRESS MADE BY DLLS IN EARLY HEAD START AND HEAD START: What developmental progress is made by children who are DLLs in Head Start/Early Head Start programs?

The data addressing this question are limited, due to the overall state of the field to reliably or accurately describe the developmental progress of young children who are dual language learners. The research field lacks consensus regarding a variety of methodological issues in the assessment of development among DLLs. For instance, the norms established for the most common measures of child development have not been shown to be valid for children who are dual language learners. In addition, it is unclear what the best approaches are for

assessing comprehensive development over time, as children's proficiency in one or more languages and perhaps their dominant language changes. In this context, the information presented regarding the developmental progress of DLLs in Early Head Start and Head Start reflects data collected utilizing the best methods available at the time the respective studies were designed.

The data available for DLLs in Early Head Start provides a single snapshot of their developmental status during their first year in the program. The data regarding children in Head Start provides three snapshots of DLLs: one of all DLLs at Head Start entry, another of the DLLs who were still enrolled in the spring of their Head Start exit year, and, finally, another of DLLs who were still enrolled in the spring and have valid, comparable data at Head Start entry and exit.

First, here is what Baby FACES data show about the developmental status of 1-year old DLLs in Early Head Start:

DLLs in Early Head Start are just beginning to develop their vocabulary. On average, 1-year old DLLs understood 22 English words and spoke 1 English word, while DLLs identified as understanding Spanish and whose Early Head Start teacher or home visitor also spoke Spanish understood 36 Spanish words and spoke 2 Spanish words. On average, DLLs understand and use fewer English words than children from monolingual English homes. DLLs have a larger vocabulary when both English and Spanish words are considered (41 words in English or Spanish, while children from monolingual English homes understood 33 words in English).

Parents and staff reports about the social-emotional development of DLLs differ. According to staff (teachers and home visitors), 10 percent of 1-year-old DLLs in Early Head Start had high levels of problem behaviors indicating a delay in social-emotional development. In contrast, according to parents, more than three times as many DLLs (34 percent) were reported to have high levels of problem behaviors indicating a social-emotional delay. Teachers/home visitors rated similar proportions of DLLs and children from monolingual English homes as having high problem behaviors or low social-emotional competence (25 percent). In contrast, parents provided more divergent ratings (43 percent of DLLs compared with 29 percent of children from monolingual English homes).

In brief, here is what the FACES 2006 data show regarding developmental status of DLLs during Head Start:

DLLs in Head Start increase their receptive English vocabulary during Head Start, but they begin and end their Head Start year(s) with receptive English vocabulary well below national norms. Average Peabody Picture Vocabulary Test (PPVT-4) scores of both DLLs and children from monolingual English homes increased slightly by spring of children's Head Start exit year, indicating that all children made slight gains relative to their age peers in English vocabulary development. Among children with valid data at both time points, however, it appears that DLLs made greater gains during the Head Start year, relative to their peers from monolingual English homes (DLLs increase from 71.8 to 79.8; English dominant increase from 87.4 to 91.9).

By the end of Head Start, DLLs assessed in English demonstrated English letter-word knowledge and spelling skills near the norm for their age. DLLs with adequate English

language skills to pass the English screener and take the English assessment battery at Head Start entry resembled their peers from monolingual English homes in their English letter-word knowledge and spelling skills at Head Start exit, and they experienced similar gains over time.

On average, Spanish-speaking DLLs did not show gains in their Spanish language skills over time. They began and ended Head Start with receptive Spanish vocabulary below national norms. Moreover, among Spanish-speaking DLLs with valid scores at Head Start entry and exit, TVIP scores (measuring receptive Spanish vocabulary) decreased slightly from 86 to 83, about one standard deviation below the (monolingual Spanish speaking) norm.

By the end of Head Start, DLLs assessed in English demonstrate math skills similar to their Head Start peers. DLLs, regardless of language of assessment, improved their math skills, beginning and ending Head Start similarly behind their peers in the population as other Head Start children from monolingual English homes. Those assessed in Spanish demonstrated math skills a half standard deviation below the norm.

In literacy skills and approaches to learning, DLLs and children from monolingual English homes look similar. According to teachers and parents, DLLs and children from monolingual English homes have similar literacy skills both at the beginning and at the end of Head Start. Similarly, the approaches to learning of DLLs and children from monolingual English homes are the same, on average.

Teacher reports suggest that DLLs' behavior problems may decline during Head Start; however, parent reports remain the same. At Head Start entry, total numbers of behavior problems reported by parents and teachers of DLLs were similar, on average. At the end of Head Start, the average number of behavior problems reported by parents remained similar, while teachers reported fewer problems, on average. According to teachers, DLLs exhibit fewer behavior problems than children from monolingual English homes, on average, both when they enter Head Start and at the end of their Head Start exit year(s). However, parents of DLLs perceive greater problem behaviors in their children than parents from monolingual English homes at both time points.

The cognitive-social skills of DLLs and children from monolingual English homes are similar between groups and over time, lagging behind their age peers in the norming population. Leiter-R Rating Scales (completed by assessors) of children's cognitive-social development (i.e., attention, organization, and impulse control, activity level, and sociability) show that both DLLs and children from monolingual English homes demonstrated cognitive-social skills below their age peers by between one-half and one standard deviation both when they entered Head Start and in the spring of the Head Start exit year(s).

DLLs come from less literacy-rich home environments. When they entered Head Start, DLLs came from homes with 19 children's books on average, less than half as many books as in the homes of children from monolingual English homes (47 children's books, on average).

Weight problems increase dramatically among DLLs during Head Start. Among DLLs with valid data at both time points, the percentage overweight or obese increased from 37 percent at entry to Head Start to 47 percent at the end of Head Start. The extent of weight problems increases among DLLs but not children from monolingual English homes during Head Start.

In sum, the available data show that on average children served by Head Start lag behind their peers in the population in many areas when they first enter Head Start. For DLLs, the lag is even greater. Neither DLLs nor children from monolingual English homes lose ground during Head Start, on average, relative to their same age peers in the norming population, but neither do they catch up. On average, DLLs enter Head Start with a disadvantage in some developmental areas (pre-academic achievement), relative to their peers in Head Start from monolingual English homes, and typically, their gains are similar, so they leave Head Start with a similar relative disadvantage. In other developmental areas (social-emotional development), the data show no differences between DLLs and children from monolingual English homes in their status at Head Start entry or in their developmental progress during Head Start. In some areas (English vocabulary development, approaches to learning, cognitive-social skills), DLLs appear to make greater gains than their peers during their time in Head Start, and this parallels findings in other recent studies of at-scale preschool education programs that have found that DLLs benefit more than their native English-speaking peers (Gormley, Gayer, Phillips, & Dawson, 2005; Horm, 2010; Weiland & Yoshikawa, 2011). One area of particular concern is children's physical health and development—DLLs are more likely than children from monolingual English homes to be overweight or obese, and the prevalence of weight problems increases during their time in Head Start.

FINAL THOUGHTS

The substantial and rapidly growing population of young DLLs in the United States presents unique challenges as well as unique strengths to Head Start programs and other early education programs poised to serve them. While research capacity builds to improve our understanding and methods for promoting DLLs' development, there are opportunities to strengthen the services offered to young DLLs and their families. The findings in this report rely on descriptive data; therefore, we cannot draw causal inferences regarding relationships between the services received and experiences or outcomes among DLLs or their families. In some areas, such as in program services, the implications of the data are stronger and suggest areas for renewed focus or effort in engaging families of DLLS, targeting services in culturally sensitive ways, improving efforts to address health and nutrition issues such as food insecurity and obesity, and developing individual family plans), program activities and workshops, and links to community resources in ways that are responsive to family's needs and preferences.

Improving research capacity to understand DLLs' development and experiences in Head Start. While data do not exist to answer some of the questions posed by Congress at this time, several efforts are underway to build research capacity in this area in order to improve the state of knowledge about the children and families served by Head Start, as well as those served by other early childhood programs. As discussed more fully in the report, many of the limitations and challenges found in national research studies on Head Start programs reflect gaps in the field of research on early childhood more generally, as well as challenges specific to national studies of young children. Several ACF-funded research efforts are addressing the gaps in research on this population and the questions posed in the Head Start Act. The efforts undertaken by ACF to improve information on children who are dual language learners include

a combination of adjustments to the instruments and methods used in national surveys, and – more substantially – efforts to launch supplemental research projects to gather more detailed information on key populations of dual language learners in Head Start, to build capacity in the research field to provide better information regarding the development, needs, and strengths of young DLLs, and to develop new curricula and assessment tools for young DLLs and their families. These activities are discussed in the final chapter of the report.

Current programmatic initiatives. While research activities are in progress to address the limitations and gaps in existing data concerning young children who are dual language learners, ACF is also implementing several programmatic initiatives to improve services to DLLs and their families. In addition to the requirement for this report to Congress, there were many implications for DLLs in the Improving School Readiness Act of 2007 that helped frame and promote several initiatives to increase support for centers and staff to better serve children who are dual language learners and their families. Starting in early 2008, the Office of Head Start has developed a variety of publications, conferences, and online resources to improve staff access to the most current information regarding how to promote growth and school readiness among DLLs and how to better support their families. Most recently, as part of revisions to the Head Start Training and Technical Assistance System, a National Center on Cultural and Linguistic Responsiveness was established in 2010 to provide the Head Start community with research-based information, practices, and strategies to ensure optimal academic and social progress for linguistically and culturally diverse children and their families. In addition, the Head Start Child Development and Early Learning Framework (Revised Child Outcomes Framework) gives staff clear information regarding the importance of gaining an understanding of what children who are dual language learners know and can do across all domains of the framework, regardless of language spoken, as well as an emphasis on progress towards English Language Development. In combination, these activities and resources serve as a model of strengthening infrastructure to promote the well-being of diverse children and families responsively and comprehensively.

In conclusion, many efforts are currently underway to strengthen programs, staff, and the knowledge base to better serve all children and families in Head Start and Early Head Start programs, including those who speak languages other than English at home. Activities that are building research capacity to answer questions concerning young dual language learners and their families go hand in hand with programmatic efforts to improve services.

CHAPTER I: INTRODUCTION

The Office of Head Start has long required programs to provide comprehensive services in ways that are culturally appropriate and respectful (45 CFR 1304.21(a)(1)(i & iii)). As an extension of this, programs are required to support children from homes where a language other than English is spoken in ways that are culturally and linguistically responsive, including promoting both their home language and English language development. These requirements are consistent with provisions of the Improving Head Start for School Readiness Act of 2007 (P.L. 110-134; hereafter the Head Start Act), which emphasizes improving outreach, enrollment, and quality of services to children with limited English proficiency. Both the Head Start Act and Head Start program requirements reflect research that demonstrates the importance of supporting acquisition of both languages and the ways that loss of home language can interfere with important aspects of child development and family relations (Administration for Children and Families, 2008).

The Head Start Act requires the Secretary to conduct a study on the status of limited English proficient children and their families participating in Head Start programs (including Early Head Start programs). This report presents the results of this study.

The use of varying terms and definitions by different researchers and policy makers can complicate learning about children and families who are not native English speakers. Thus, this introduction starts by examining the terminology in the Head Start Act and introducing the terminology and definitions used in this report. After establishing the terminology, we review the requirement for this report in the Head Start Act and define the research questions addressed in subsequent chapters. Next, we summarize the data sources and analytic methods we used to address the research questions, and finally, we provide a guide to the remainder of the report.

A. DEFINITION OF 'DUAL LANGUAGE LEARNERS'

The Head Start Act uses the term "limited English proficient" and defines the population broadly to encompass a wide range of children, including those exposed to a language other than English, those whose native language is not English, and those with limited skills in English. Specifically, section 637 of the law defines the child who is limited English proficient as one:

(A) (i) who was not born in the United States or whose native language is a language other than English;

(ii) (I) who is a Native American (as defined in section 9101 of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 7801)), an Alaska Native, or a native resident of an outlying area (as defined in such section 9101); and

(II) who comes from an environment where a language other than English has had a significant impact on the child's level of English language proficiency; or

(iii) who is migratory, whose native language is a language other than English, and who comes from an environment where a language other than English is dominant; and

(B) whose difficulties in speaking or understanding the English language may be sufficient to deny such child—

(i) the ability to successfully achieve in a classroom in which the language of instruction is English; or

(ii) the opportunity to participate fully in society.

In this study, we use the term "dual language learners" (DLLs) to encompass "limited English proficient" (LEP), as defined in the Head Start Act. This term is recognized in the Early Childhood Field as one used for a child who comes from a home where a language other than English is spoken. A DLL is a child learning two (or more) languages at the same time, or a child learning a second language while continuing to develop their first (or home) language. DLL also includes key groups of children served in American Indian/Alaska Native (AI/AN) and Migrant and Seasonal Head Start (MSHS) programs; AI/AN or MSHS children served in programs located in federal regions not under the auspices of AI/AN Head Start or MSHS; and children served in programs in Puerto Rico and U.S. territories.

In this report, DLLs are defined operationally as children for whom a "language other than English" (LOTE) was the primary language that parents reported speaking to them. Most of the findings reported reflect children who match this definition of DLL. Analyses of Program Information Report (PIR)[6] data distinguish children who live in homes where a LOTE was the primary language spoken by the family at home. Analyses of data from the Head Start Family and Child Experiences Survey (FACES) and the Early Head Start Family and Child Experiences Survey (Baby FACES) distinguish children who live in homes where a LOTE was spoken in the home, regardless of which language was the primary language spoken by the family. Children for whom English was the only language that parents reported speaking in the home are referred to throughout the report as children from monolingual English homes. There is diversity in the language experiences of children in both of these groups: nearly one out of four "DLLs" in Head Start live in homes where English is also spoken and it is likely that some "children from monolingual English homes" hear other languages at home. Clearly, distinguishing home language experiences in dichotomous or simple terms is not fully accurate or completely satisfactory. However, as with the vast majority of research studies investigating the implications of home language experiences, this report must present analyses and findings in somewhat simple terms, due to limited sample sizes within some subgroups and for ease of presentation. Whenever possible (when distinctions could be made based on the data), analyses examined various groupings of children within this broader definition of DLLs, and data tables in the Appendix report these. However, most of the findings reported in the narrative of

[6] The Office of Head Start Program Information Report (PIR) provides comprehensive data on the services, staff, children, and families served by Head Start and Early Head Start programs nationwide. All grantees and delegates are required to submit Program Information Reports for Head Start and Early Head Start programs. Go to http://eclkc.ohs.acf.hhs.gov/hslc/mr/pir for additional information about the PIR.

the report reflect children for whom a LOTE was the primary language that parents use when speaking to them, as reported by parents. Exceptions are noted.

B. REQUIREMENT IN THE HEAD START ACT FOR THE REPORT (SECTION 649(H)(2))

The Head Start Act requires preparation of a report to Congress addressing questions about the characteristics of and services provided by Early Head Start and Head Start programs to LEPs (as noted in section A, LEP has been included within the definition of DLL). More specifically, the Act calls for information about:

> (A) the demographics of limited English proficient children from birth through age 5, including the number of such children receiving Head Start services and Early Head Start services, and the geographic distribution of children described in this subparagraph;
>
> (B) the nature of the Head Start services and of the Early Head Start services provided to limited English proficient children and their families, including the types, content, duration, intensity, and costs of family services, language assistance, and educational services;
>
> (C) procedures in Head Start programs and Early Head Start programs for the assessment of language needs and the transition of limited English proficient children to kindergarten, including the extent to which such programs meet the requirements of section 642A for limited English proficient children;
>
> (D) the qualifications and training provided to Head Start teachers and Early Head Start teachers who serve limited English proficient children and their families;
>
> (E) the languages in which Head Start teachers and Early Head Start teachers are fluent, in relation to the population, and instructional needs, of the children served;
>
> (F) the rate of progress made by limited English proficient children and their families in Head Start programs and in Early Head Start programs, including—
>
>> (i) the rate of progress… toward meeting the additional educational standards described in section 641A(a)(1)(B)(ii) (i.e., literacy knowledge and skills, including phonological awareness, print awareness and skills, and alphabetic knowledge) while enrolled in such programs;
>>
>> (ii) a description of the type of assessment or assessments used to determine the rate of progress made by limited English proficient children;
>>
>> (iii) the correlation between such progress and the type and quality of instruction and educational programs provided to limited English proficient children; and
>>
>> (iv) the correlation between such progress and the health and family services provided by such programs to limited English proficient children and their families; and
>
> (G) the extent to which Head Start programs and Early Head Start programs make use of funds under section 640(a)(2)(D) to improve the quality of such services provided to limited English proficient children and their families.

This report makes use of data available from the Head Start Program Information Report (PIR), the Head Start Family and Child Experiences Survey (FACES), and the Early Head Start Family and Child Experiences Survey (Baby FACES) to address as many of these questions as possible, as described in the next section. The report also will discuss the limitations of current data and current research methodologies to address many of the questions that are of critical interest to policy makers and practitioners. Some of these questions can be answered completely, such as describing the demographics of children from families with limited English proficiency (LEP) who are served by Head Start and Early Head Start. Other questions can only be answered partially. For example, data are available to describe the range and nature of services offered to children and families, as well as to address aspects of the language assistance provided; however, the content, duration, and intensity of all types of services cannot be described in as much detail as desired (e.g., quality or intensity of instructional supports for language and literacy development). This report provides as much of a response as the available data and existing methods can reliably address. For example, reporting the rate of progress made by children who are dual language learners and their families enrolled in Head Start programs is limited by the state of the field more broadly in the area of assessment of young dual language learners (discussed more below) and in the area of identification and measurement of family processes for these families. For some questions, important information is available beyond that specified in the Act, such as in the area of qualifications and training provided to teachers. Related to this question, the report also describes qualifications of other critical staff in Head Start programs, such as home visitors, education coordinators, and program directors, as well as other important factors such as the mental health of teaching staff. While data do not exist to answer some of the questions posed by Congress at this time, several efforts are underway to collect additional data in the future and to build capacity in this area in order to improve the state of knowledge about the children and families served by Head Start, as well as those served by other early childhood programs. Efforts funded by ACF to address these gaps will be discussed in the final chapter of the report.

In addition, requirement G above references the extent to which grantees directly make use of funds under 640(a)(2)(D). These funds support research, demonstrations and evaluations sponsored by the Administration for Children and Families and carried out through competitively awarded grants and contracts. The research efforts supported by these funds inform and improve the services provided by Head Start grantees to DLL children and their families. OHS technical assistance activities such as the Early Childhood Learning and Knowledge Center (ECLKC) and the National Center for Cultural and Linguistic Responsiveness incorporate the findings of these efforts.

C. RESEARCH QUESTIONS

This report addresses the following questions presented in the Head Start Act:

6. What are the characteristics of children who are dual language learners (DLLs) and their families receiving Head Start/Early Head Start services?

7. What is the nature of the Head Start/Early Head Start services provided to children who are DLLs and their families?
8. What are the qualifications and training of Head Start and Early Head Start teachers/staff that serve children who are DLLs and their families?
9. What are the languages that Head Start and Early Head Start teachers/staff use in relation to the children and families they serve?
10. What developmental progress is observed in children who are DLLs in Head Start/Early Head Start programs?

To provide important context for interpreting the answers to these questions, the report also highlights differences in each area between DLLs and children from homes where only English is spoken.

D. DATA SOURCES

In this section, we describe the specific data sources analyzed for this report, including the purpose, methodology, and nature of each. We present an overview of the information provided by each source for this report, with illustrative examples of questions that each data source can address. We explain the limitations of the data for the purposes of this report, both those specific to each source and those that reflect challenges in the current state of research on young children who are dual language learners.

The current report utilizes three datasets to describe the children and families enrolled in Head Start programs and their experiences in the programs: the Head Start Program Information Report (PIR), the Head Start Family and Child Experiences Survey (FACES), the Early Head Start Family and Child Experiences Survey (Baby FACES).

Head Start Program Information Report (PIR). The Office of Head Start Program Information Report (PIR) provides comprehensive descriptive data on the services and staff of Head Start and Early Head Start programs nationwide. (For more information, see descriptions and survey forms at http://eclkc.ohs.acf.hhs.gov/hslc/Head percent20Start percent20Program/pir). All grantees and delegate agencies are required to submit Program Information Reports annually. This administrative dataset provides the most current data available on children and families served by Head Start, Early Head Start, Migrant and Seasonal Head Start, and American Indian and Alaska Native grantees and the services and activities that are provided. The data presented here (2007-2008 program year) are not the most current PIR data available at the time of releasing this report; they are what was available at the time that data analyses began.

The PIR survey is completed by individual programs, using a common self-report protocol. Surveys are completed by a variety of program staff, ranging from program directors (more likely in smaller programs) or Family and Community Partnerships staff, to administrative staff in larger programs with multiple centers (Elkin, Augustin, and Thomas, 2007[i]). PIR data are compiled for analysis at the national, regional, state, and grantee levels. Information from the

PIR is aggregated at the program, or grantee, level and therefore, it is not possible to break down and examine the data by subsets of children, such as children who are dual language learners.

Primarily, we use PIR data in this report to describe program characteristics, including enrollment, regional distribution, program options, qualifications of staff, and services available to and received by children/families at the national, regional, and grantee levels. These data permit us to look at the staff and services provided by grantees with different concentrations of children and families speaking languages other than English at home. For example, where are grantees with higher concentrations of children and families speaking languages other than English located? Are there any appreciable differences in the staffing, program options, or services provided among programs with greater or lesser concentrations of DLL children?

The PIR is the only dataset that provides information about the universe of Head Start programs, including Migrant and Seasonal Head Start (MSHS) programs, American Indian and Alaska Native (AI/AN) programs, and programs in Puerto Rico and other U.S. territories. At this time, all of our national data on MSHS programs and AI/AN programs come from PIR. This permits us to describe limited demographic characteristics of children and families enrolled in MSHS and AI/AN programs, and the program options and types of services available to and utilized by families enrolled in these programs. Also, PIR data permit us to describe characteristics of programs with varied concentrations of children who are dual language learners. For example, we can use PIR data to explore how the type of program or services provided may vary by concentration of DLLs enrolled.

The aggregated nature of PIR data poses limitations on the capacity of this dataset to illustrate the experiences of children and families served by Head Start programs. PIRs are collected at the grantee-level, and grantees correspond to as few as one to as many as over 200 actual program sites, centers, or settings (PIR, 2007-2008). Head Start grantees range from small non-profit agencies that directly operate programs, have no delegate agencies, and operate as few as one classroom (approximately 1,500), to "super grantees." "Super Grantees," such as Chicago, Los Angeles, and New York City, include as many as 74 delegate agencies, many with multiple program sites, and serve over 20,000 children in as many as 1,000 classrooms across an entire city. In some grantees, there is wide variation in distribution of DLLs across sites. Therefore, when describing characteristics or services of grantees serving various concentrations of DLLs, findings represent the range of grantees and do not necessarily portray what a child or family typically experiences at a program site or center. Furthermore, the aggregated nature of PIR data does not allow for analyses looking at experiences of individual children or families in classrooms, centers or program sites, or the services they received, or the relationships between child-, classroom-, center-, or program-level characteristics.

There is considerable grantee-specific variability in how reporting categories are assessed. Although guidelines and training are available for programs, there is no standardization of how programs assess or count instances of the services, experiences, and characteristics reported in the PIR. For some categories, such as family home language or staff proficiency in a language other than English, the absence of standard assessment protocols used by all grantees to

determine these in a common way likely leads to considerable variability. For other categories, such as number of children who completed oral health examinations or number of children with Individualized Education Plans, inconsistency in counting/assessment methods and reporting is less likely. Nonetheless, recent validation studies have found some inconsistencies between PIR data and validation study estimates based on program records for PIR items regarding staff credentials and child and family services (Elkin, Augustin, and Thomas, 2007; GAO-08-221, 2008[ii]). Current efforts are underway to strengthen guidelines for data collection and reporting by programs and for verification of data. Since PIR data are collected annually from all Head Start programs, the dataset provides a unique and informative window into the range of services offered and the children and families enrolled nationwide, especially in areas that other data collection efforts have not been able to represent.

Head Start Family and Child Experiences Survey (FACES). The Head Start Family and Child Experiences Survey (FACES) is a nationally representative cohort study of three- and four-year-old children newly enrolled in Head Start (For more information, see technical reports on ACF website http://www.acf.hhs.gov/programs/opre/hs/faces/). FACES data have been collected every three years since 1997. This report uses data from the 2006 cohort, which includes three- and four-year-old children who entered Head Start in the fall of 2006, their families, and local program staff (West, Tarullo, Aikens, Sprachman, Ross, & Carlon, 2007).

FACES complements PIR data by bringing analyses down to the child level. We present FACES data from: (1) interviews with parents at Head Start entry (Fall 2006) and exit; (2) interviews with teachers, education coordinators, and center directors in the fall of 2006; (3) teacher reports of each child at Head Start entry (Fall 2006) and in the spring, until Head Start exit; (4) observations of Head Start classrooms in the spring of 2007; and (5) direct child assessments at Head Start entry (Fall 2006) and in the spring, until Head Start exit (West et al, 2010; West et al, 2008; Tarullo et al, 2008). FACES data are used here to describe, at the individual level: (1) characteristics and experiences of children and families enrolled in Head Start; (2) staff qualifications, credentials, and beliefs; (3) classroom practices and quality; and (4) developmental progress of children.

FACES data permit us to describe the characteristics and experiences of children and their families by varying degrees of exposure to languages other than English (i.e., children whose parents primarily use a language other than English to speak with them, children with low English proficiency at Head Start entry). We can present the developmental progress of children with different home language experiences, from entry into Head Start until exit from Head Start. In addition, we can link individual children and families with classroom, teacher, and center-level characteristics. Therefore, we are able to describe the classroom experiences of children who are primarily hearing a language other than English at home, including the languages of instruction in their classrooms. In descriptions of teacher, classroom, or center-level characteristics, only the focal child is DLL; however, since monolingual English children could be, and likely are, in classrooms with DLL children, these data do not only portray experiences of LOTE children.

Although FACES is designed to be nationally representative, the dataset has several limitations that restrict our ability to generalize to all children enrolled in Head Start programs.

First, the sample only includes children who entered Head Start in the fall of 2006 and who were attending Head Start at the different points of data collection. Therefore, children who enrolled but never attended or who stopped attending prior to data collection in the spring of 2007 are not represented in these analyses. Second, FACES did not assess children's development in other languages besides Spanish and English, and assessment in Spanish is limited. Due to the small sample sizes among groups of children speaking languages other than English or Spanish and limited assessment tools in these other languages, FACES has far more data on Spanish-speaking children in Head Start than on children speaking any other languages other than English (LOTEs). As reported in Chapter II, the most common LOTE among children in Head Start programs is Spanish, accounting for 26 percent of all children enrolled, or 84 percent of children from homes where a language other than English is spoken. Children in FACES 2006 who speak a language other than English or Spanish total 6 percent of the sample and represent several languages. The next most common LOTEs after Spanish are Asian languages, accounting for 2 percent of children enrolled. We can report on development in a LOTE for Spanish-speaking children only. Children were not assessed directly if they could not be assessed in English and they spoke a language other than Spanish.

For multiple reasons, FACES has not sampled from programs operated by federally recognized American Indian/Alaska Native (AI/AN) tribes, consortia, or corporations, Migrant and Seasonal Head Start (MSHS) programs, or programs located in Puerto Rico and the Pacific Islands. Therefore, FACES data cannot be used to describe children and families served by these programs. MSHS (Region 12) programs have more flexibility than other Head Start programs to structure services differently to serve the families in their communities, resulting in a much wider range of program variations. For example, MSHS programs coordinate enrollment periods and length of program year with the local agricultural seasons; hence, the pre-post design of FACES (i.e., fall and spring of a traditional academic year) would not capture the services MSHS programs provide. AI/AN programs (Region 11) reflect the diversity of languages and traditions that exist in AI/AN cultures, vary greatly in size, and are geographically dispersed. In order to acquire a sample that would be large enough to be nationally representative of these programs, any national survey would require a massive sample, collected from many geographically remote areas, and the costs would be prohibitive. Despite the inability to include AI/AN programs, FACES does include AI/AN children, accounting for approximately 2 percent of the sample. Moreover, it is not clear what measures are appropriate for use with the populations served by MSHS, AI/AN programs, programs in Puerto Rico or the Pacific Islands, as there has not been adequate testing and validation of existing measures. ACF-funded efforts that are underway to improve research in these communities are discussed below. For these reasons, FACES, as well as other national studies of Head Start programs to date, have not been able to produce comparable data for these Regions and populations. (For more information regarding the program regulations/performance standards and distinguishing characteristics of MSHS and AI/AN programs, see http://eclkc.ohs.acf.hhs.gov/hslc and related research efforts at http://www.acf.hhs.gov/programs/opre/project/headStartProjects.jsp.)

Finally, FACES 2006 used the best developmental assessments and procedures available at the time of data collection. FACES represents the cutting-edge of national surveys in assessing

development of young children who are dual language learners (DLLs), but it had to balance the need to represent the experiences of all children in Head Start with a commitment to accurately reflect the experiences of DLLs. As discussed more fully below, data on developmental progress of DLLs is generally limited by lack of widely recognized, reliable measurements in the field at this point in time.

Early Head Start Family and Child Experiences Survey (Baby FACES). The Early Head Start Family and Child Experiences Survey (Baby FACES) is a nationally representative sample of infants who enrolled in Early Head Start in 2009 (For more information, see Baby FACES technical reports at http://www.acf.hhs.gov/programs/opre/ehs/descriptive_study/index.html). We use data from the "1-year-old cohort," which includes children who were between 10 and 15 months of age at the time of data collection in the spring of 2009, their families, and local program staff.

Baby FACES supplements PIR and FACES data by focusing on infants served by the Early Head Start programs, and by bringing analyses down to the child- and family-level for this group. We present Baby FACES baseline data collected in spring of 2009 from: (1) interviews with parents; (2) interviews with home visitors and teachers; (3) interviews and self-administered surveys with program directors; (4) home visit observations; and (5) direct classroom observations. These data are used here to describe, at the individual level: (1) characteristics and developmental status of 1-year-old children in Early Head Start; (2) program services, including quality of home visits and classrooms; (3) staff qualifications and credentials; and (4) family well being, parent-child interactions, and aspects of the home environment.

Baby FACES data provide a snapshot of infants' developmental status and family experiences when children are 1 (and eventually, will depict these children at 2- and 3-years old). Baby FACES data permit analyses of children by varying degrees of exposure to languages other than English (i.e., children from homes in which a language other than English is spoken, children whose parents primarily use a language other than English to speak with them.) Hence, we can present the developmental status of children with different home language experiences, at or soon after entry into Early Head Start. In addition, we can link individual children and families with home visitors, teacher, classroom, and center-level characteristics. Therefore, we are able to describe the care experiences of infants who are primarily hearing a language other than English at home, including the languages spoken by home visitors, teachers, or other adults in their classrooms.

Although Baby FACES provides us with nationally representative data regarding infants in Early Head Start (EHS) programs, there are several limitations that constrain our ability to generalize to all infants and toddlers enrolled in EHS programs. First, the Baby FACES sample only includes children around the target age at the time of the first data collection. Thus, the study does not address children of different ages.

Second, the Baby FACES data that was available at the time of preparing this report—baseline data collected in Spring 2009—does not permit analyses of developmental progress once infants and families have been enrolled in Early Head Start for a period of time. In addition, as described above, due to the small sample sizes of non-Spanish speaking young DLLs and the lack of reliable instruments in languages other than English and Spanish, we are unable

to present as much information about infants in families where non-Spanish LOTEs are spoken. Finally, the Baby FACES sample does not include children and families served by MSHS or AI/AN programs, for the reasons described above pertaining to differences in the structure of programs and, consequently, the constraints on acquiring a representative sample. Most important, although Baby FACES used the best developmental assessments and procedures available at the time of data collection, measurement of language development for infants and toddlers is not as robust as for preschoolers. This is especially true for assessments of children experiencing LOTEs.

E. LIMITATIONS OF RESEARCH FOR THIS POPULATION.

The limitations of extant research and methodology concerning young children who are dual language learners (DLLs) restrict the quality of data that are available on DLLs in Head Start programs. Both FACES and Baby FACES utilized the best and most feasible methods available for nationally representative, comprehensive, large-scale studies to represent the experiences of young children who are dual language learners. After consultation with leaders in the field, both program and research experts, FACES and Baby FACES used state of the art methods to assess development among young dual language learners. For example, FACES utilized a language screener to route Spanish-speaking children to the appropriate language for assessment. In addition, children's language development (receptive vocabulary) was assessed in both English and Spanish if they lived in a home where Spanish was spoken, regardless of their proficiency in either language. In Baby FACES, the study team worked with the Preschool Language Scale (PLS) measure developer to use a version of PLS 4 that assesses Spanish and English ability in the same testing (conceptual scoring), before this innovation had been published. Also, Baby FACES asked parents and staff to report on both English and Spanish vocabulary, as well as many details of the language environment in the home. It is unusual in a survey of this nature to employ such methods. Nonetheless, the state of research methodology for young DLLs is inadequate in many areas, including but not limited to developmental assessments (National Research Council, 2008[iii]).

First, the research field lacks consensus or clear standards for determining if a child is a dual language learner. Recent reviews of the published research literature on young DLLs have found substantial inconsistency in how DLL status is determined (CECER-DLL, 2011a[iv]). The literature presents a range of operational definitions, and within individual studies, the methods for classifying children are often unclear or unspecified. Parent or teacher reported language proficiency is most common. Direct assessment or screening for language dominance is least common. When DLL determination is more than a dichotomous variable, there is lack of consensus about how to analyze data to examine differences by language exposure meaningfully or comprehensibly. Discussions with state-level administrators of Child Care Development Block Grants and early childhood systems suggest that administrative data across early childhood systems also vary in how DLL status is determined (CECER-DLL, 2011b [v]).

Second, the research field lacks consensus regarding reliable developmental assessment instruments for young children who are dual language learners, as well as the appropriate methods for assessing development over time, as their language skills in one or both languages

change. Most currently available measures of the developmental progress of young DLLs are problematic and cannot yet provide information regarding comprehensive developmental status or the effectiveness of interventions in early childhood for young DLLs (ACF, 2008a; ACF, 2008b; Espinosa & Lopez, 2007[vi]). Challenges in the availability of valid assessments for DLLs and standards for implementation or accommodations are not limited to early childhood, as recent reports have documented the inadequacy of academic assessments for students in grades K-12 with limited English proficiency (GAO-06-815, 2006; Rabinowitz & Sato, 2005; Sato et al, 2007[vii]). However, the lack of valid instruments to assess the breadth of developmental domains in the preschool years is especially pronounced. The measures that are available are primarily for DLL children whose LOTE is Spanish, offering virtually nothing for children with other languages spoken at home (ACF, 2008c; Espinosa & Lopez, 2007[viii]). Again, this same limitation exists for children in the preschool years and in grades K-12. Furthermore, many of the most widely used measures with documented evidence of validity for use with young DLLs who speak Spanish have been validated with samples of Spanish-speaking monolinguals or with homogeneous samples that do not reflect the diversity of cultures and dialects present in the Spanish-speaking population in this U.S. Finally, it is unclear what the best approaches are for assessing comprehensive development as children's proficiency in one or more languages and perhaps their dominant language changes. What approaches would yield the most comparable data across groups of children with different language experiences? For example, once children "pass" an English language screener, do they understand enough English for instruments delivered in English to adequately and reliably assess their knowledge and skills in other developmental domains? For how long should dual language learners be assessed in multiple languages in order to observe a complete picture of their abilities? The limitations in existing research methods that are described above are more pronounced for infants and toddlers from homes where a LOTE is spoken (Fernald, 2006[ix]).

Many advances and promising methodological approaches and solutions are being developed or utilized in smaller scale studies for research with young children who are dual language learners (for a review, see Barrueco, López, Ong & Lozano, 2012; as example, see Bedore, Peña, Garcia & Cortez, 2005[x]). For example, elaborate language screeners that rely on multiple reporters or detailed accounts of language exposure in the focal child's life are being used currently in some ACF-funded research projects that have been developed in partnership with local Head Start centers (ACF, 2011; Lopez, Arango, & Feron, 2012; Melzi, McWayne, & Schick, 2012 [xi]). However, these are not yet validated for a variety of Spanish-speaking populations and are difficult to apply in large-scale studies with samples that are more diverse and with interview protocols that are more extensive. In addition, the comprehensive nature of national studies such as FACES and Baby FACES limits the ability to utilize and implement some of the most advanced methods for assessing child development that are currently employed in more focused studies, such as investigations centered on language development. However, conceptual scoring, an analytic approach that accounts for unique and overlapping responses produced by multilingual children in each of their languages, is being implemented in the most recent waves of Baby FACES (ACF, 2009[xii]).

Currently. ACF has several efforts underway to address to address the limitations and gaps in data about young dual language learners, including activities to advance the capacity of the

research field overall to answer questions concerning DLLs. These efforts are described in the final chapter of this report.

F. ANALYSES

To answer the research questions, we compiled data from the multiple sources described above: the 2007-2008 Program Information Report (PIR), the Baby FACES 2009 Cohort, and the FACES 2006 Cohort. Even together, the data sources do not provide a complete picture of DLLs and their families served by Head Start and Early Head Start. Nevertheless, taken together, these data sources offer important insights into the characteristics of DLLs in Head Start and Early Head Start that will be useful to policy makers and program leaders.

In the current report, the operational definition of children who are dual language learners has been selected to be inclusive of children across various levels of exposure to languages other than English whenever the data permit. Depending on the data source, more or less distinction regarding the level of exposure to English or a LOTE is possible in analyses. For example, PIR data report on the languages spoken by families, but there is no standard definition or questions used by programs to guide which families are counted or how languages are identified. As explained above, for ease of reading, most findings reported in the text will highlight children for whom a LOTE is the primary language spoken at home, unless differences were identified between the groups of DLL children in analyses that could examine different groupings. In general, no significant differences were found across LOTE groups (i.e., children for whom LOTE is primary language spoken, versus children from homes in which LOTE is spoken).

Descriptive analyses using each data source were conducted. The analyses used analytic weights provided with the survey datasets to take into account the sampling design and data collection non-response. All estimates pertaining to Head Start children obtained using FACES 2006 data are weighted to represent the population of children entering Head Start for the first time in Fall 2006 or those entering for the first time in 2006 who are still enrolled after one or two years, as indicated when specific findings are presented. Estimates using Baby FACES data are weighted to represent the population of 1-year-old children enrolled in Early Head Start in Spring 2009. PIR data include information on the universe of Head Start, Early Head Start, and Migrant and Seasonal Head Start (MSHS) programs, so no analytic weights are needed.

The FACES and Baby FACES data do not include children and families in MSHS programs, in American Indian/Alaska Native (AI/AN) programs, or who are native residents of a U.S. territory. Because MSHS programs serve mostly DLLs and their families, information about MSHS programs is obtained from the PIR data and reported when it is available. Data for MSHS programs pertain to all children and families enrolled in these programs; however, nearly 90 percent of these children are DLLs (see the next chapter).

AI/AN programs serve mostly children from homes in which only English is spoken, so we do not include these programs in most analyses. Although many AI/AN programs have language preservation and revitalization efforts, the majority of children enrolled come from homes where English is the only language spoken at home. Only 7 percent of children enrolled

in AI/AN programs are reported to come from families that speak a LOTE, and 13 percent of AI/AN programs report serving families who speak a native language.

In the case of children who reside in U.S. territories, such as Puerto Rico, we considered including information obtained from the PIR when available, but concluded that being from a home in which English is not the primary language spoken has a very different meaning when the prevailing language spoken in society is not English. Therefore, we do not include these children in analyses using PIR data.

As discussed above, the findings reported in the text focus on children for whom a language other than English is the primary language spoken to them at home (DLLs), unless noted otherwise.

G. ORGANIZATION OF THE REPORT

The following chapters address each research question in turn. Each chapter begins with a brief summary of the data and methodology used to address the research question, with a focus on the specific measures and methods used to address that question. Then the chapter presents a summary of the key findings pertaining to DLLs, followed by a discussion of the key differences between DLLs and children from homes where only English is spoken. Each chapter ends with a brief conclusion. Tables presenting the detailed findings underlying the summary in each chapter are contained in Appendices to the report. The final chapter discusses cross-cutting themes.

CHAPTER II: CHARACTERISTICS OF DLLS

In this chapter, we address the first research question posed in the Head Start Act:

> **What are the characteristics of children who are dual language learners (DLLs) and their families receiving Head Start/Early Head Start services?**

In the next section, we summarize the data sources and analytic methods used to address this question. The following section examines the characteristics of DLLs and their families. These findings are put into context in the final section, which highlights differences between DLLs and children from monolingual English homes.

A. METHODOLOGY

To answer this research question, we compiled data from multiple sources. These include the 2007-2008 Program Information Report (PIR), the 2009 Baby FACES Parent Interview, and the 2006 FACES Parent Interview, and the Teacher Child Report.

Descriptive analyses of each data source were conducted. The analyses used analytic weights provided with the survey datasets to take into account the sampling design and data collection non-response. All estimates pertaining to Head Start children obtained using FACES 2006 data are weighted to represent the population of children entering Head Start for the first time in Fall 2006, or those entering for the first time in 2006 who are still enrolled after one year if they entered at age four or two years if they entered at age three. Estimates using Baby FACES data are weighted to represent the population of 1-year-old children enrolled in Early Head Start in Spring 2009. PIR data include information on the universe of Head Start, Early Head Start, and Migrant and Seasonal Head Start (MSHS) programs, so no analytic weights are needed.

The FACES and Baby FACES data do not include children and families in MSHS programs or children and families in American Indian/Alaska Native (AI/AN) programs. Because MSHS programs serve mostly DLLs and their families, information about MSHS programs is obtained from the PIR data and reported when it is available.

As discussed in Chapter I, the findings reported focus on children for whom a language other than English is the primary language spoken to them at home (DLLs), unless noted otherwise. Data for MSHS programs pertain to all children and families enrolled in these programs.

B. CHARACTERISTICS OF DLLS AND THEIR FAMILIES

Slightly more than one-fourth of children enrolled in Head Start and Early Head Start come from homes in which a language other than English is the primary language spoken. According to the 2007-2008 PIR, 29 percent of children enrolled in Head Start and 26 percent of children enrolled in Early Head Start are DLLs (Table II.1). Most children enrolled in MSHS programs are DLLs (89 percent), while only 7 percent of children enrolled in AI/AN programs are DLLs (Table II.1).

DLLs are most heavily concentrated in the West and South regions of the U.S., but there are DLLs in all regions and U.S. territories. According to 2007-2008 PIR data, 37 percent of DLLs in Head Start, Early Head Start, MSHS, and AI/AN programs are located in the West, and 23 percent attend programs in the South. The remaining DLLs are almost evenly distributed across programs in the Northeast (15 percent), Midwest (13 percent), and U.S. Territories (13 percent) (Table II.2).

The geographic distributions of Head Start and Early Head Start programs are similar. In both programs, the highest proportion of programs is located in the West (35 percent and 41 percent, respectively). Approximately one-fifth of programs are located in the South (21 percent and 19 percent, respectively). DLLs in Early Head Start are less likely than those in Head Start to be in programs located in U.S. Territories (9 percent compared with 15 percent). Similar proportions of children enrolled in Head Start and Early Head Start are in programs located in the Northeast (16 percent and 17 percent, respectively) and Midwest (13 percent and 14 percent, respectively) (Table II.2).

MSHS programs are concentrated in the South (42 percent) and West (45 percent), with far fewer in the Midwest (9 percent) and Northeast (4 percent) (Table II.2).

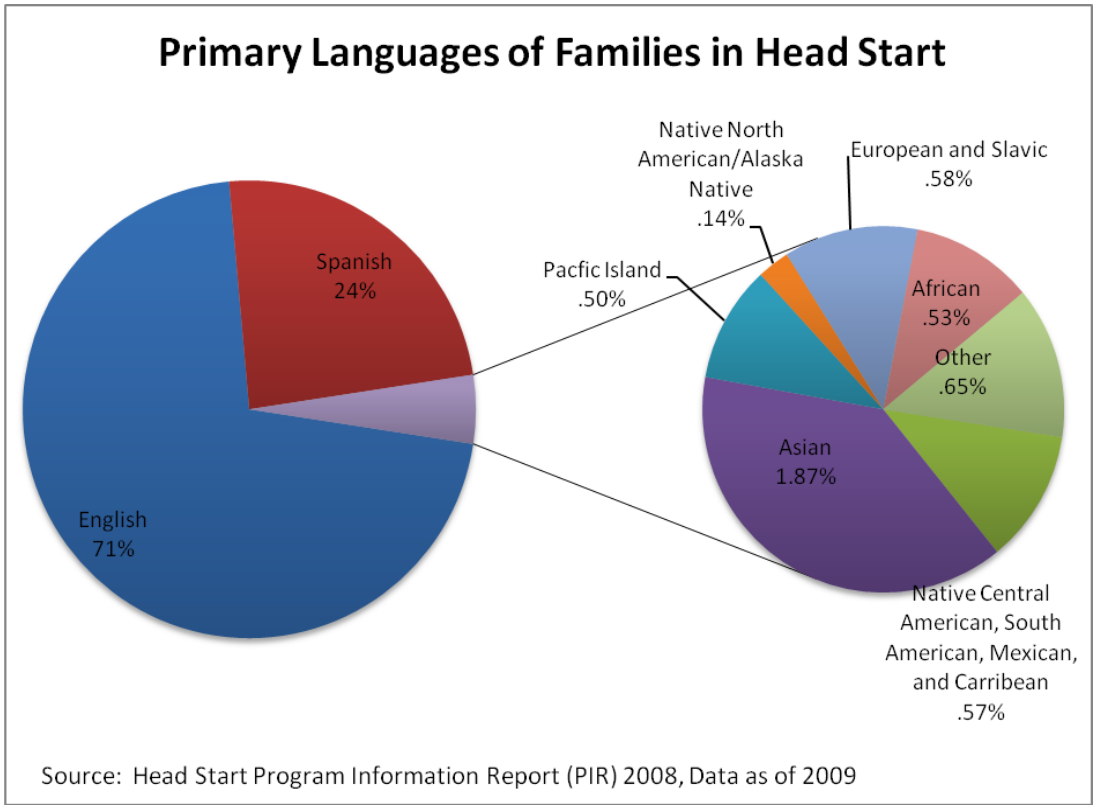
For most DLLs in Head Start and Early Head Start, Spanish is the primary language spoken at home. The data consistently show that more than four-fifths of DLLs enrolled in Head Start and Early Head Start are from Spanish-speaking homes. According to the 2007-2008 PIR, 84 percent of DLLs are from Spanish-speaking homes, 6 percent are from homes where an Asian language is spoken, and the remaining DLLs come from homes where other languages are spoken, including European/Slavic languages, African languages, Pacific Island languages, and Native North American/Alaska Native languages (Table II.3).

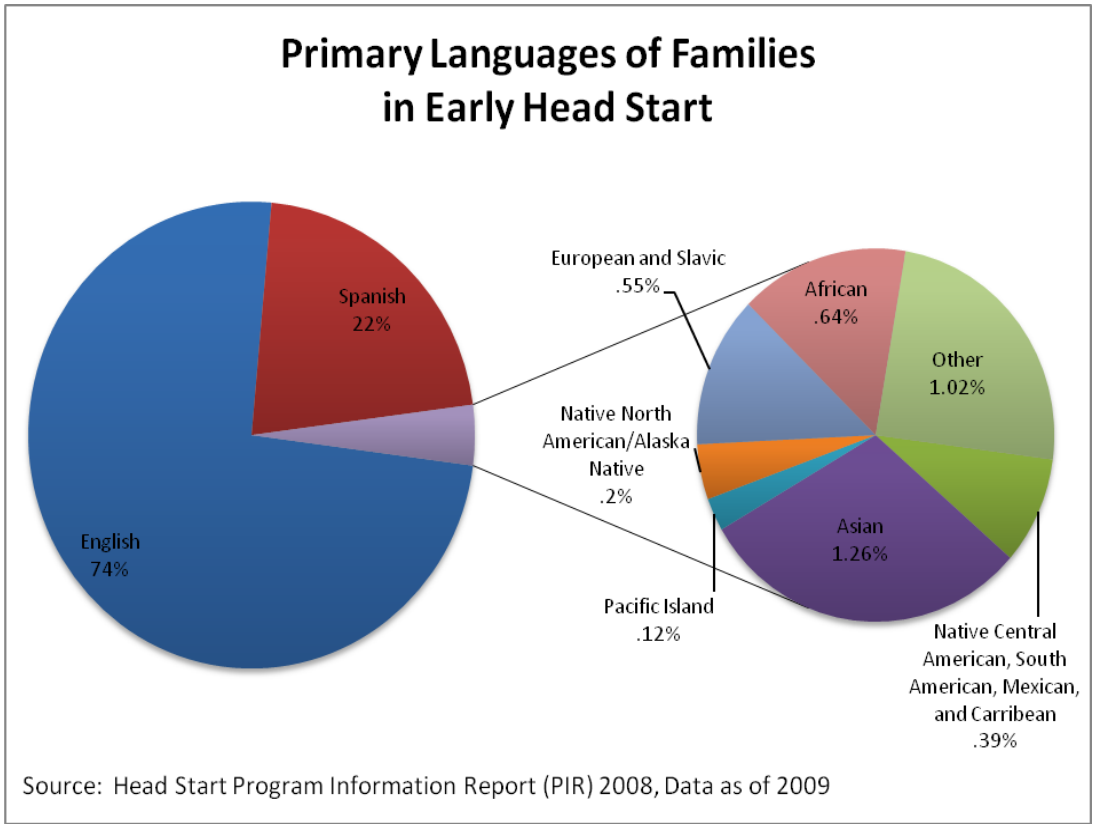
FACES data also show that among DLLs entering Head Start in Fall 2006, 84 percent were from homes where Spanish was spoken, 5 percent were from homes where an Asian language was spoken, and 3 percent were from homes where an African language was spoken (Table II.4). Baby FACES data show that among the 1-year-old Early Head Start enrollees in Spring 2009 who were DLLs, 91 percent were from Spanish-speaking homes (Table II.5).

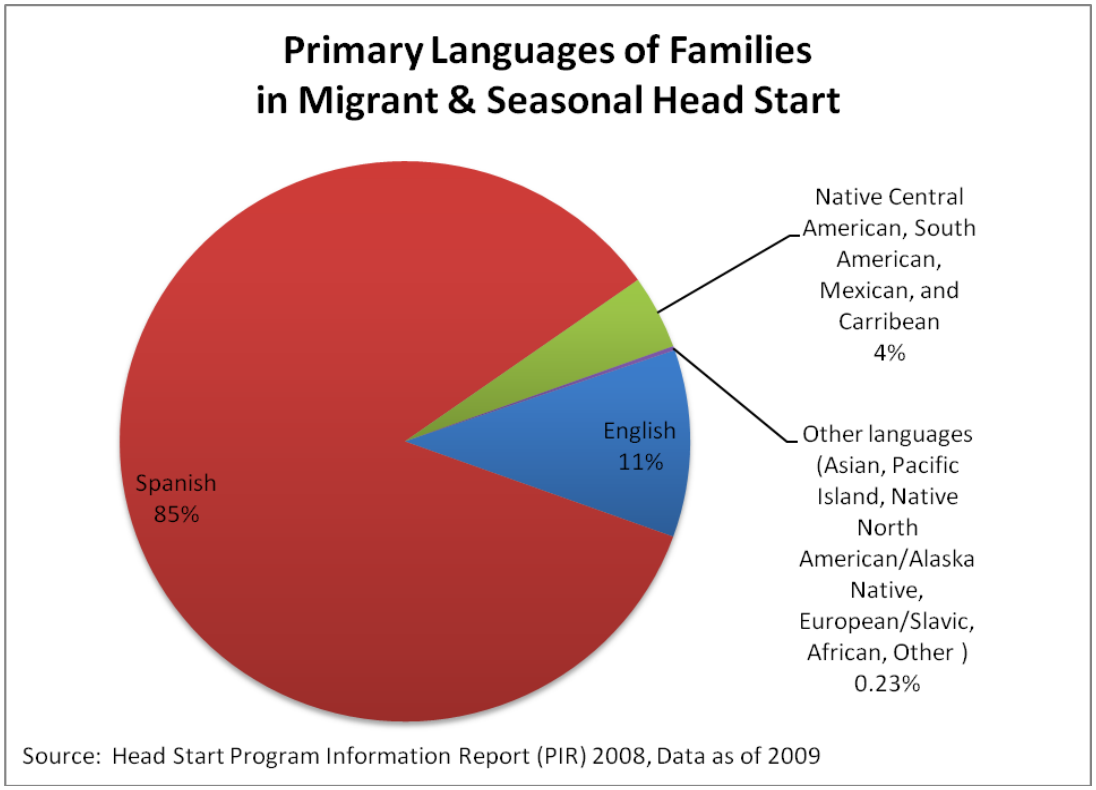
Although 91 percent of mothers of DLLs in Baby FACES reported speaking to their child in Spanish (the remaining 9 percent reflecting all other LOTEs), 49 percent of mothers of DLLs also reported speaking to their child in English (Table II.5). The data show a similar pattern among birth fathers and grandparents, although these family members were less likely to also speak to the child in English (Table II.6). Mothers reported that siblings were more likely to speak to their child in English (78 percent) than to speak a LOTE.

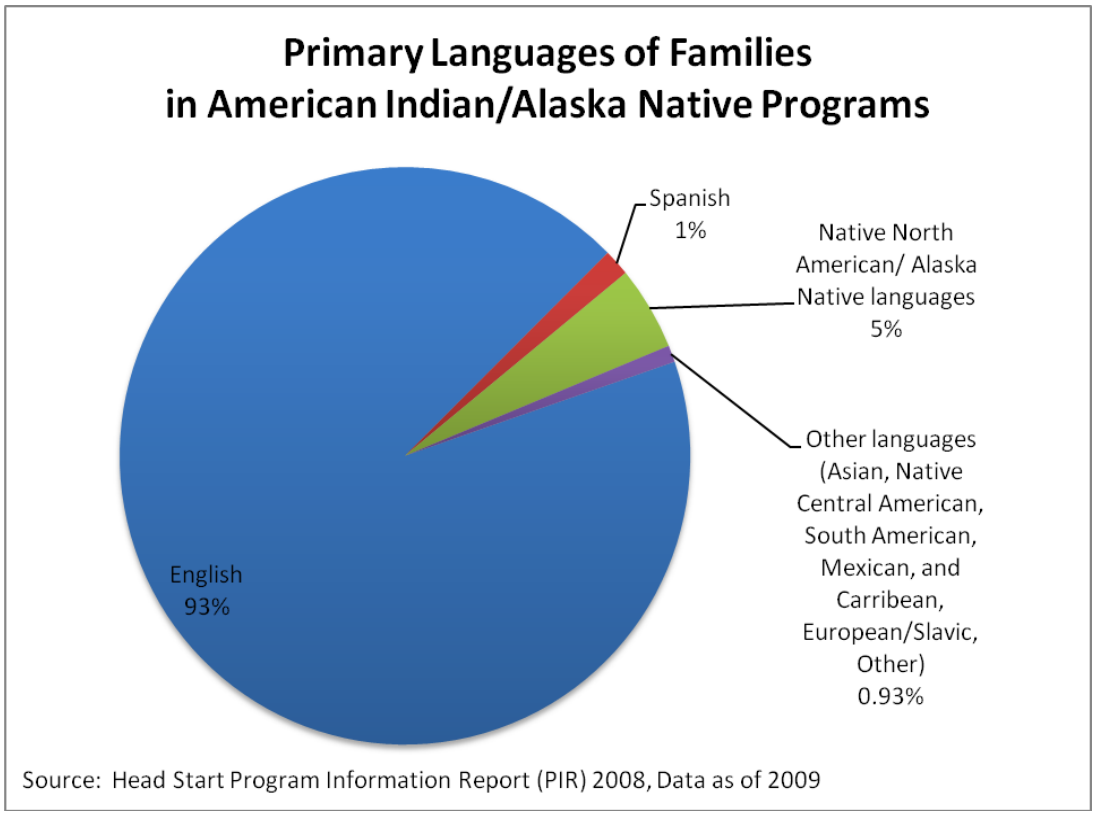
Among the children enrolled in MSHS programs, approximately 9 out of 10 speak a language other than English at home. Spanish-speaking families are the most common non-English speaking group in MSHS programs (85 percent) (Table II.7). Only approximately 4 percent of MSHS families primarily speak one of the Native Central American, South American, Mexican, or Caribbean languages. Less than 1 percent primarily speaks an Asian, Pacific Island Native, North American/Alaska Native, or other language at home. No families served by these programs speak African languages or European/Slavic languages (Table II.7).

Few children enrolled in tribal programs speak a language other than English at home. The most common non-English language spoken at home by children in tribal programs is a native language (Native North American/Alaska Native language), spoken by 5 percent of all children in AI/AN programs (Table II.7). Less than 2 percent of children in tribal programs speak Spanish, and less than 1 percent speaks other languages.




Primary Languages of Families
in Early Head Start
Spanish
22%
English
74%
European and Slavic
.55%
African
.64%
Other
1.02%
Native North
American/Alaska
Native
.2%
Asian
1.26%
Pacific Island
.12%
Native Central
American, South
American, Mexican,
and Carribean
.39%
Source: Head Start Program Information Report (PIR) 2008, Data as of 2009


Primary Languages of Families
in Migrant & Seasonal Head Start
Native Central
American, South
American,
Mexican, and
Carribean
4%
English
11%
Spanish
85%
Other languages
(Asian, Pacific
Island, Native
North
American/Alaska
Native,
European/Slavic,
African, Other)
0.23%
Source: Head Start Program Information Report (PIR) 2008, Data as of 2009



Most DLLs in Head Start and Early Head Start were born in the United States. The majority of their parents were born outside of the U.S. According to FACES data, 92 percent of DLLs entering Head Start in Fall 2006 were born in the U.S., but most of their parents (86 percent of mothers and 90 percent of fathers) were born outside the U.S. Among DLLs entering Head Start, 82 percent had two parents born outside the U.S. (Table II.8). Similarly, Baby FACES data show that two-thirds of 1-year-old children in Early Head Start in Spring 2009 had foreign-born mothers and three-fourths had foreign-born fathers (Table II.9). Both parents in 64 percent of the families were foreign-born.

The majority of foreign-born parents of DLLs in Head Start and Early Head Start came from Mexico. Among DLLs who entered Head Start in Fall 2006 and had foreign-born parents, two-thirds had parents who came from Mexico. Approximately 10 percent had parents who came from Central American countries, 7 percent had parents who came from South American countries, 6 percent had parents who came from Asian countries, and 5 percent had parents who came from African countries (Table II.8). Baby FACES data show that among 1-year-old DLLs in Early Head Start in 2009, more than three-quarters with foreign-born parents had parents who came from Mexico, 10 percent had parents who came from Central American countries, and 5 percent had parents who came from African countries (Table II.9).

The majority of parents of DLLs in Head Start and Early Head Start have been in the U.S. for 6 years or more. FACES data show that approximately three-quarters of foreign-born mothers and fathers of DLLs had been in U.S. for 6 years or more (Table II.8). According to Baby FACES data, more than two-thirds of foreign-born mothers and three-quarters of foreign-born fathers of DLLs had been in the U.S. for 6 years or more (Table II.9).

Among parents of DLLs in Head Start and Early Head Start, whose first language is not English, more than half report that they don't understand English well or don't understand it at all. According to FACES data, 48 percent of parents of DLLs who entered Head Start in Fall 2006 did not understand English well, and an additional 15 percent did not understand it at all (Table II.10). Baby FACES data show that 47 percent of parents of DLLs did not understand English well, and an additional 10 percent did not understand English at all (Table II.11).

Most parents of DLLs in Head Start and Early Head Start report that they are literate in their native language, but approximately two-thirds have difficulty reading English. Nearly all parents of DLLs entering Head Start in 2006 were literate in their first language, but the parents of 63 percent of these children reported reading English not at all or not well. Thirty-eight percent reported understanding English well or very well, while 35 percent reported reading English well or very well (Table II.10). Similarly, the parents of about two-thirds of 1-year-old DLLs in Early Head Start reported reading very well (60 percent) or well (34 percent) in their first language, while 60 percent reported difficulty with reading English. Approximately 18 percent reported reading English very well, and an additional 22 percent read English well (Table II.11).

The majority of DLLs in Head Start and Early Head Start live with both their mother and their father. According to FACES data, 72 percent of DLLs who entered Head Start in Fall 2006 lived with both their mother and their father (biological or adoptive) (Table II.12). Baby FACES data show that 71 percent of 1-year-old DLLs in Early Head Start in Spring 2009 lived with both their mother and their father (biological or adoptive) (Table II.13). The 2007-2008 PIR data indicate that 75 percent of children enrolled in MSHS programs, most of whom are DLLs, lived in two-parent families (Table II.13a).

Among DLLs in Head Start who live with two parents, their parents are more likely to be married (49 percent) than unmarried (23 percent) (Table II.12). According to Baby FACES data, 37 percent of 1-year-old DLLs were living with two parents who were married (Table II.13).

On average, DLLs in Head Start and Early Head Start live in households of 5 people. DLLs who entered Head Start in Fall 2006 lived with an average of 2.4 adults and 2.7 children. About 13 percent of DLLs who entered Head Start in 2006 lived in intergenerational households (Table II.14).[7] One-year-old DLLs in Early Head Start in Spring 2009 lived with an average of 2.1 adults and 2.9 children. About 13 percent lived in an intergenerational household (Table II.15).

Only a small proportion of DLLs in Head Start and Early Head Start were born to a teenage mother. Among those DLLs entering Head Start in 2006, 9 percent were born to a teenage mother. On average, DLLs were born to mothers who were 26.7 years old (Table II.16). Of the 1-year-old DLLs in Early Head Start in Spring 2009, 16 percent were born to teenage mothers. Like mothers of DLLs entering Head Start, the mothers of 1-year-old DLLs in Early Head Start in Spring 2009 were 26.2 years old, on average, when their child was born (Table II.17).

[7] Intergenerational households are defined as those in which the child lives with at least one biological or adoptive parent and at least one grand- or great-grandparent.

The majority of DLLs in Head Start and Early Head Start are living with parents who have not earned a high school diploma or GED. Less than one-third of DLLs live with a parent who has education beyond high school. FACES data show that 60 percent of mothers and 66 percent of fathers with whom DLLs were living had not earned a high school diploma or GED. Approximately half of DLLs who entered Head Start in 2006 were living with at least one parent who had earned a high school diploma or GED; 22 percent of DLLs were living with at least one parent with education beyond high school (Table II.18).

Baby FACES data reveal that 54 percent of mothers and 59 percent of fathers with whom 1-year-old Early Head Start DLLs were living had not earned a high school diploma or GED. Approximately 62 percent of 1-year-old Early Head Start DLLs in 2009 were living with at least one parent who had earned a high school diploma or GED; 29 percent were living with at least one parent with education beyond high school (Table II.19).

The 2007-2008 PIR data show that 76 percent of children enrolled in MSHS programs, most of whom are DLLs, were living with parents who had not completed a high school diploma or GED (Table II.13a).

Most DLLs come from working families. Among DLLs entering Head Start in Fall 2006, 85 percent lived with at least one parent who was employed, and 70 percent lived with at least one parent who was employed full-time (Table II.20). Among parents of 1-year-old DLLs in Early Head Start in Spring 2009, 80 percent lived with at least one employed parent, and 64 percent lived with at least one parent who was employed full-time (Table II.21). In MSHS programs, according to the 2007-2008 PIR, in 90 percent of two-parent families and 76 percent of single parent families, at least one parent is employed (Table II.13a).

Fathers of DLLs are more likely to be employed than mothers. According to FACES, 67 percent of DLLs entering Head Start in Fall 2006 lived with an employed father, and 39 percent lived with an employed mother (Table II.20). In Spring 2009, 54 percent of 1-year-old DLLs in Early Head Start lived with an employed father, and 31 percent lived with an employed mother (Table II.21).

Small percentages of DLLs live with a parent who is unemployed and looking for work. Among DLLs entering Head Start in 2006, 8 percent lived with a mother who was unemployed and looking for work, and 3 percent lived with a father who was unemployed and looking for work (Table II.20). Among 1-year-old DLLs in Early Head Start in Spring 2009, 20 percent had a mother who was unemployed and looking for work, and 8 percent had a father who was unemployed and looking for work (Table II.21).

Most DLLs in Head Start and Early Head Start are living in poverty. FACES data show that 64 percent of DLLs who entered Head Start in Fall 2006 lived in a household with income at or below the poverty threshold; 81 percent lived in a household with income at or below 130 percent of the poverty threshold (Table II.22).[8] Among 1-year-old DLLs in Early Head Start in

[8] The federal poverty threshold for a family of four was $20,000 in 2006. Head Start qualifying criteria are based on family income, not household income, and there are other circumstances not dependent on family income that may qualify a child or family for the program, regardless of income. Other qualifying criteria include children in

Spring 2009, 76 percent lived in a household with income at or below the poverty threshold; 90 percent lived in a household with income at or below 130 percent of the poverty threshold (Table II.23).

Most parents of DLLs in Head Start and Early Head Start are not receiving welfare cash assistance, but many are receiving food stamps, and most participate in WIC. Among DLLs who entered Head Start in Fall 2006, 15 percent lived in households that received federal cash assistance, 31 percent lived in households that received food stamps, and 74 percent participated in WIC (Table II.24). Baby FACES data show that 30 percent of 1-year-old DLLs in Early Head Start lived in households that received federal cash assistance, while 52 percent lived in households that received food stamps, and 92 percent participated in WIC (Table II.25). Only 3 percent of families in MSHS programs were receiving federal cash assistance in 2007-08, but 57 percent were receiving WIC benefits (PIR, 2007-2008).

Financial struggles are common in families of DLLs in Early Head Start. According to Baby FACES data, 48 percent of parents of 1-year-old DLLs in Spring 2009 reported having at least one out of five financial security difficulties they were asked about.[9] Nearly one-third could not pay the full amount of their rent or mortgage, and 31 percent could not pay the full amount of their utility bills. Nearly one-quarter reported that their telephone service had been disconnected because payments were not made (Table II.26).

These financial struggles were reflected in food security issues reported by the families of DLLs in Early Head Start. Half of the parents of DLLs reported having at least one out of five food security difficulties they were asked about.[10] Approximately 48 percent were worried that food would run out, and 42 percent reported that they relied on only a few kinds of low-cost food to feed their children. In addition, 30 percent reported that they could not feed their children a balanced meal for financial reasons (Table II.27).

Relatively few DLLs in Head Start have had a disability identified by a professional. Teachers reported that approximately 8 percent of DLLs who entered Head Start in Fall 2006 had a developmental problem, delay or special need indicated by a professional. Teachers reported that of those DLLs with a disability, 76 percent had a speech or language impairment, 21 percent had a cognitive impairment, and 13 percent had a sensory impairment (Table II.28). According to the 2007-2008 PIR, 4.1 percent of children enrolled in MSHS programs had a disability.

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foster care and children with special needs. Individual grantees may also propose qualifying criteria to target special populations within the communities they serve (e.g., families in transitional housing).

[9] The financial difficulties asked about included the following experiences: (1) could not pay the full amount of gas, oil, or electricity bills; (2) could not pay the full amount of rent or mortgage; (3) had service disconnected by the telephone company because payments were not made; (4) had services turned off by the gas or electric company, or oil company would not deliver oil; (5) was evicted from home or apartment.

[10] The food security difficulties asked about included the following experiences: (1) worried food may run out; (2) food didn't last and didn't have money to get more; (3) relied on only a few kinds of low-cost food to feed children because of financial reasons; (4) couldn't afford to eat balanced meals; (5) couldn't feed children a balanced meal for financial reasons.

Nearly all DLLs in Head Start and Early Head Start receive regular medical and dental checkups appropriate for their age. According to FACES data, 99 percent of DLLs who entered Head Start in 2006 had received a regular medical checkup in the past year, and 92 percent had received a regular dental checkup in the past year (Table II.29). Among 1-year-old DLLs in Early Head Start in Spring 2009, all were reported to have received a regular medical checkup in the past year, and 28 percent had ever visited the dentist (Table II.30). Given the program requirements pertaining to medical and dental screenings within 45 days of enrollment and the timing of data collections, it is likely that many of these children received services provided by or secured with assistance from the Head Start and Early Head Start programs.

Nearly all DLLs in Head Start and Early Head Start have some health insurance coverage. Among DLLs entering Head Start in 2006, 91 percent were covered by health insurance. Approximately 57 percent had private health insurance coverage, 66 percent had Medicaid coverage, and 6 percent were enrolled in the State Children's Health Insurance Program (SCHIP) (Table II.29). Among 1-year-old DLLs in Early Head Start, 95 percent were covered by health insurance. Nearly one-fourth (24 percent) were covered by private insurance, 77 percent had Medicaid coverage, and 19 percent were enrolled in SCHIP (Table II.30). According to the 2007-2008 PIR, 97 percent of children in MSHS programs were covered by health insurance by the end of the enrollment year. Most were covered by Medicaid (72 percent), SCHIP (3 percent), or both (5 percent).

Many DLLs in Head Start and Early Head Start receive child care in other settings, most often in home-based care by relatives. Among DLLs entering Head Start in 2006, 26 percent were in some child care arrangement outside of Head Start, 60 percent of these children were cared for by relatives, and 23 percent were cared for by nonrelative family child care providers (Table II.31). According to Baby FACES data, 58 percent of 1-year-old DLLs in Early Head Start in Spring 2009 were in some kind of child care arrangement outside of Early Head Start. Three-fourths of these children were cared for by relatives, and 13 percent were cared for by nonrelative family child care providers (Table II.32).

Some parents of DLLs report symptoms of depression. The primary caregivers of DLLs in Head Start reported an average of 3.5 symptoms of depression (out of 12 they were asked about), and 12 percent reported symptoms indicating they may have had moderate to severe depression (Table II.33).[11] In Early Head Start, primary caregivers of DLLs reported an average of 4 symptoms of depression, and 13 percent of DLLs had primary caregivers who reported symptoms indicating that they were moderately or severely depressed (Table II.34).

The parenting beliefs reported by primary caregivers of DLLs in Early Head Start reveal a mix of traditional and progressive beliefs. They report relatively high levels of both traditional, authoritarian parental beliefs (mean of 20 out of 25 possible points) and progressive,

[11] Both Baby FACES and FACES used the Center for Epidemiologic Studies Depression Scale (CES-D) short form to measure depressive symptoms (Ross, Mirowsky, and Humber 1983). The short form consists of 12 items asking parents to rate on a 4-point scale how often in the past week they experienced the symptom. Parent responses are summed to create a total score that can range from 0 to 36. Scores of 5 to 9 indicate mild depressive symptoms, scores of 10 to 14 indicate moderate depressive symptoms, and scores of 15 or higher indicate severe depressive symptoms.

democratic beliefs (mean of 19 out of 25 points) (Table II.35).[12] Of the 1-year-old Early Head Start DLLs, 6 percent have parents who reported spanking their child in the previous week (Table II.35).

C. DIFFERENCES BETWEEN DLLS AND CHILDREN FROM MONOLINGUAL ENGLISH HOMES

DLLs in Head Start and Early Head Start differ from children from monolingual English homes beyond the differences in language, race/ethnicity, and immigrant background that define them. These differences likely reflect both the very different paths that may have brought them to Head Start and Early Head Start, and the challenges that lack of proficiency in English presents for families of DLLs.

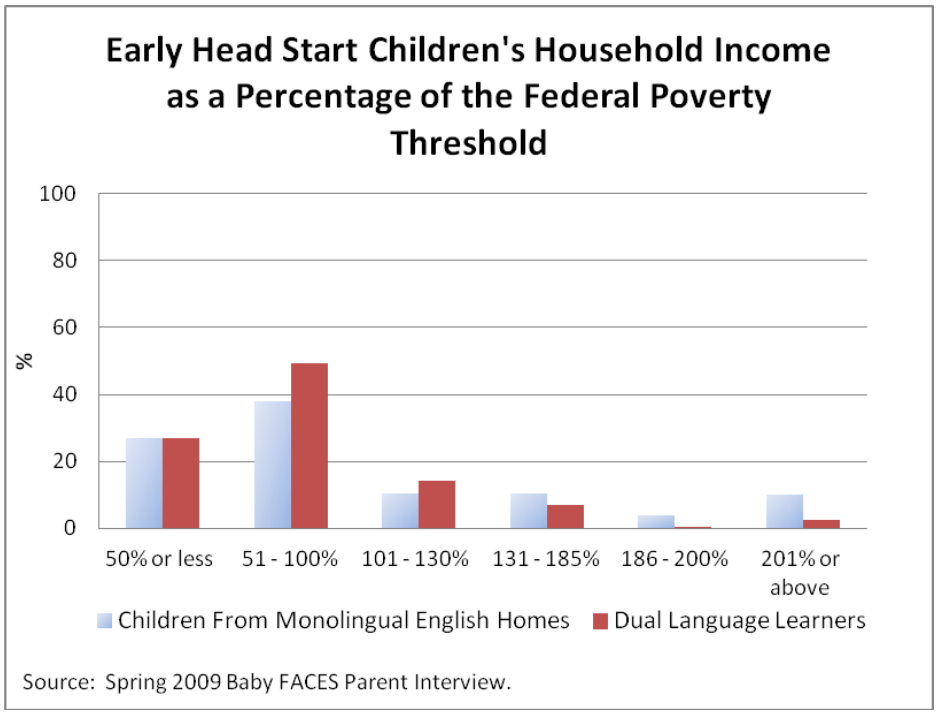
DLLs are more likely than children from monolingual English homes to live in larger households with two parents.

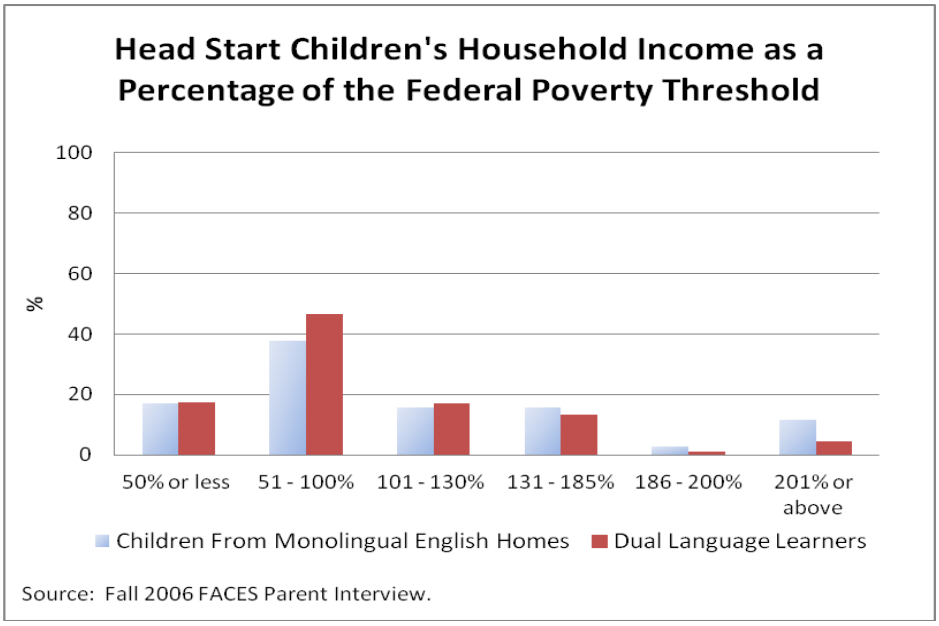
- DLLs entering Head Start in Fall 2006 were much more likely than children from monolingual English homes to live with two parents (72 percent vs. 33 percent) and to live with two parents who are married (49 percent vs. 23 percent) (Table II.12). In Early Head Start, 1-year-old DLLs in Spring 2009 were more likely than their counterparts from monolingual English homes to live with two parents (71 percent vs. 38 percent) and to live with two parents who are married (37 percent vs. 23 percent) (Table II.13).
- DLLs who entered Head Start in Fall 2006 lived in larger households than children from monolingual English homes (an average of 5 vs. 4 persons, and more than twice as likely to live in household with 3 or more adults) (Table II.14). Similarly, 1-year-old DLLs in Early Head Start in Spring 2009 lived in larger households than 1-year-olds from monolingual English homes (an average of 5 vs. 4 persons) (Table II.15).
- DLLs who entered Head Start in Fall 2006 were less likely than children from monolingual English homes to have been born to a teenage mother (9 percent vs. 19 percent) (Table II.16). Similarly, in Early Head Start in Spring 2009, 16 percent of 1-year-old DLLs vs. 25 percent of 1-year-old children from monolingual English homes were born to a teenage mother (Table II.17).

DLLs' parents have lower educational attainment, and even though DLLs are more likely than children from monolingual English homes to live with a parent who is employed, their household's income is more likely to fall at or below the poverty threshold.

[12] Baby FACES uses items from the Parental Modernity Scale (Schaefer and Edgerton, 1985) to measure parents' attitudes toward children and child-rearing practices (traditional, authoritarian parental beliefs and progressive, democratic beliefs). Parents responded to items on a 5-point scale ranging from strongly disagree to strongly agree. Baby FACES includes 10 of the 30 items in the original scale that yield two subscales: (1) Traditional Beliefs and (2) Progressive Beliefs. Raw scores range from 5 to 25 for each scale, with higher scores indicating more traditional beliefs and more progressive beliefs, respectively. Traditional, authoritarian beliefs are associated with negative outcomes in children, whereas progressive, democratic beliefs are associated with favorable child outcomes.

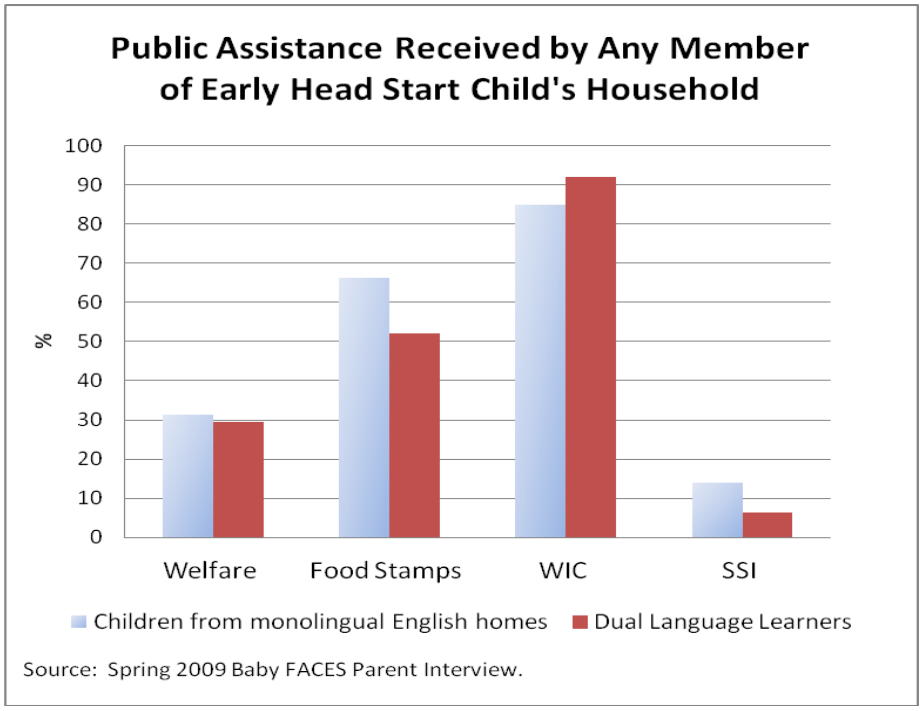
- DLLs who entered Head Start in Fall 2006 were much less likely than their peers from monolingual English homes to have parents with a high school diploma or GED (47 percent vs. 75 percent) (Table II.18). In Early Head Start in Spring 2009, 62 percent of 1-year-old DLLs vs. 82 percent of 1-year-old children from monolingual English homes had a parent with a high school diploma or GED (Table II.19).
- DLLs who entered Head Start in Fall 2006 were more likely than children from monolingual English homes to live with a parent who was working (84 percent vs. 71 percent) and less likely to live with a parent who was unemployed and looking for work (5 percent vs. 15 percent) (Table II.20). In Early Head Start in Spring 2009, 10 percent of 1-year-old DLLs vs. 16 percent of 1-year-olds from monolingual English homes lived with a parent who was unemployed and looking for work (Table II.21).
- DLLs who entered Head Start in Fall 2006 were more likely than enrollees from monolingual English homes to live in a household with income at or below the poverty threshold (64 percent vs. 55 percent (Table II.22). Among 1-year-olds in Early Head Start in Spring 2009, 76 percent of DLLs vs. 65 percent of children from monolingual English homes lived in a household with income at or below the poverty threshold (Table II.23).

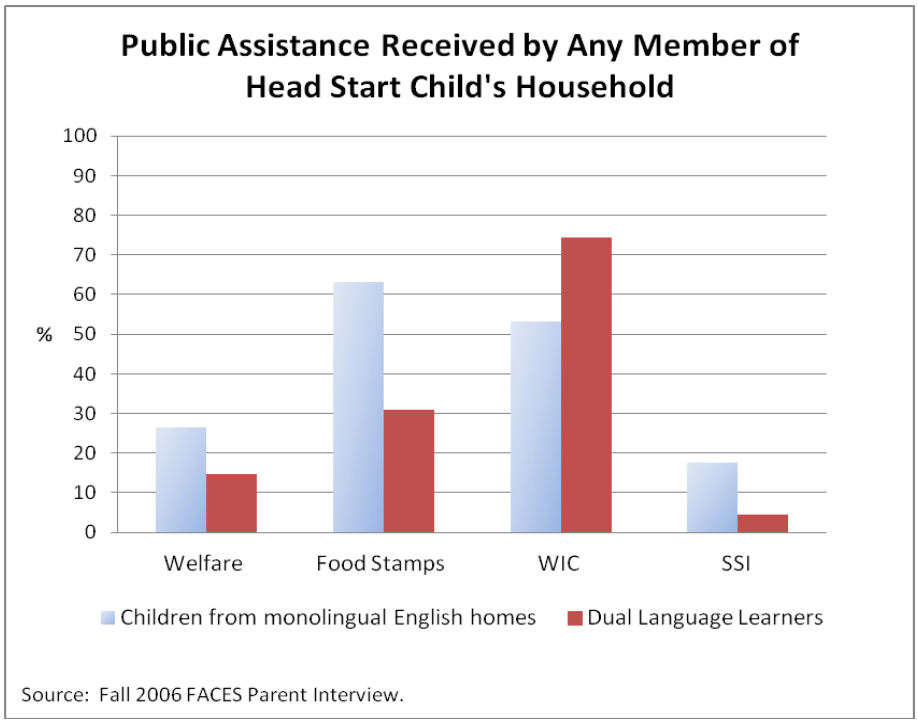




DLLs' parents, especially in Head Start, are less likely to be receiving public assistance, but they are more likely to participate in the WIC program.

- DLLs who entered Head Start in Fall 2006 were less likely than enrollees from monolingual English homes to be receiving welfare cash assistance (15 percent vs. 26 percent), food stamps (31 percent vs. 63 percent); and Supplemental Security Income (SSI) (5 percent vs. 18 percent), but more likely to be participating in WIC (74 percent vs. 53 percent) (Table II.24). In Early Head Start in Spring 2009, DLLs were less likely than children from monolingual English homes to be receiving food stamps (52 percent vs. 66 percent) and SSI (6 percent vs. 14 percent), but more likely to be participating in WIC (92 percent vs. 85 percent) (Table II.25).
- In Early Head Start in Spring 2009, 1-year-old DLLs were more likely than 1-year-olds from monolingual English homes to have parents who reported more than one food security difficulty (51 percent vs. 26 percent) and reported difficulty affording balanced meals (39 percent vs. 19 percent) (Table II.27).
- DLLs who entered Head Start in Fall 2006 were less likely than enrollees from monolingual English homes to have Medicaid coverage (66 percent vs. 75 percent) (Table II.29).





A few other differences also are apparent in the data:

- According to teacher reports, DLLs who entered Head Start in Fall 2006 were less likely than children from monolingual English homes to have been identified by a professional as having a disability (8 percent vs. 14 percent).

- DLLs who entered Head Start in Fall 2006 were more likely than children from monolingual English homes to be in a child care arrangement outside Head Start (26 percent vs. 12 percent) (Table II.31), but in Early Head Start in Spring 2009, 1-year-old DLLs were less likely than 1-year-olds from monolingual English homes to be in a child care arrangement outside Early Head Start (58 percent vs. 72 percent) (Table II.32).
- DLLs who entered Head Start in Fall 2006 were less likely than children from monolingual English homes to have parents who reported symptoms that indicated they may have been moderately to severely depressed (12 percent vs. 21 percent) (Table II.33). In Early Head Start in Spring 2009, 1-year-old DLLs were less likely than 1-year-olds from monolingual English homes to have parents who reported symptoms that indicated they may have been moderately to severely depressed (13 percent vs. 18 percent).
- One-year-old DLLs in Early Head Start in Spring 2009 were less likely than 1-year-olds from monolingual English homes to have parents who reported that they spanked their child in the past week (6 percent vs. 15 percent) (Table II.35).

These differences between the families of DLLs and children from monolingual English homes suggest that they may have different strengths and needs beyond just the language differences that define DLLs. Both language differences and the other differences in social and economic characteristics are important to consider when individualizing services for DLLs and their families.

CHAPTER III. HEAD START AND EARLY HEAD START SERVICES PROVIDED TO DLLS

In this chapter, we address the second research question:

What is the nature of the Head Start/Early Head Start services provided to children who are DLLs and their families?

In the next section, we summarize the data sources and analytic methods used to address this question. The following section describes the services provided to DLLs and their families. These findings are put into context through comparisons with services provided to children from monolingual English homes in the final section.

A. METHODOLOGY

The 2006 FACES surveys of Head Start teachers and parents and the 2009 Baby FACES surveys of Early Head Start program directors, teachers, home visitors, and parents provide data on the nature of the programs and services received by families and children enrolled in Head Start and Early Head Start. In addition, FACES classroom observations in Spring 2007 yield information about various dimensions of quality in Head Start classrooms. Observations of home visits collected within Baby FACES also provide information regarding the quality of home visits in Early Head Start. Taken together, these data sources offer important insights into the nature of services offered and received by DLLs in Head Start and Early Head Start.

An important aspect of the child development services provided to DLLs in Early Head Start and Head Start is their quality. Both the Baby FACES study and the FACES study devoted considerable resources to observing and measuring key dimensions of the quality of key child development services, including:

- ***Classroom structure.*** Observations of the group size and child-adult ratio in children's classrooms were recorded in both the FACES and Baby FACES studies.

- ***Quality of the classroom environment.*** As part of the FACES, observers used the Early Childhood Environment Rating Scale-Revised (ECERS-R; Harms, Clifford, & Cryer, 2005[xiii]) to assess quality based on structural features and interactions in the classroom. As part of Baby FACES, observers used the corresponding tool for classrooms with infants and toddlers, the Infant-Toddler Environment Rating Scale (ITERS; Harms, Cryer, and Clifford, 2002[xiv]). The ECERS-R and ITERS rate quality in key domains and overall on a scale of 1 to 7 (1=inadequate, 3=minimal, 5=good, and 7=excellent).

- ***Quality of caregiver-child interactions in the classroom.*** The FACES observers also used the Arnett Caregiver Interaction Scale (Arnett, 1989[xv]) to assess interactions between the lead teacher and the children. With this scale, the observers rated on a four-point scale (0 = not at all, 1 = somewhat, 2 = quite a bit, 3 = very much) the extent to which each of 30 statements in the scale was characteristic of the lead teacher. Higher scores

indicate a more sensitive, responsive teacher who encourages children's independent and self-help skills and avoids punishment and detachment.

- ***Quality of instructional practices in the classroom.*** The FACES observers also used the Instructional Support portion of the Classroom Assessment Scoring System (CLASS) to measure the quality of instructional practices in the classroom, including language modeling and encouragement to children to practice expressing themselves verbally; quality of feedback on children's ideas and understanding that helps them take their learning to a higher level; and concept development which goes beyond presenting information about a topic to encouraging children to engage in higher-order thinking, analyses, and reasoning, and to apply what is learned in the classroom to their daily lives (Pianta et al., 2008[xvi]). CLASS scores range from 1 to 7, with scores of 1 and 2 indicating low quality, scores of 3 to 5 indicating mid-level quality, and scores of 6 and 7 indicating high quality.

- ***Quality of home visits.*** The Baby FACES study included observations of home visits in which observers used the Home Visit Rating Scales-Adapted (HOVRS-A; Roggman et al, 2010[xvii]) to rate the quality of the home visit. The HOVRS-A yields a rating of overall quality and ratings of visitor strategies, responsiveness to the family, relationship with the family, facilitation of parent-child interaction, and nonintrusiveness. Ratings range from 1 to 5, with three anchor points at 1 (inadequate), 3 (adequate), and 5 (good).

Descriptive analyses of each data source were conducted. The analyses used analytic weights provided with the survey datasets to take into account the sampling design and data collection nonresponse. All estimates pertaining to Head Start children and families obtained using FACES 2006 data are weighted to represent the population of children entering Head Start for the first time in Fall 2006, or—for data from the spring before kindergarten—those entering for the first time in 2006 who are still enrolled after one or two years. Estimates using Baby FACES data are weighted to represent the population of 1-year-old children enrolled in Early Head Start in Spring 2009.

While the available data concerning the quality of interactions and practices in Head Start and Early Head Start settings is informative, it does not identify the languages spoken, the amount or the quality of language in these interactions. More broadly, the existing data for Head Start does not identify program- or classroom-level approaches to language support and instruction for dual language learners. These limitations reflect gaps in the research field in the areas of quality assessment and effective practices for young dual language learners (Castro, Paez, & Espinosa, 2011).

All of the analyses focus on children for whom a language other than English is the primary language spoken to them at home (DLLs). The FACES and Baby FACES data do not include children and families in Migrant and Seasonal Head Start (MSHS) programs or children and families in American Indian/Alaska Native (AI/AN) programs.

B. SERVICES PROVIDED TO DLLS AND THEIR FAMILIES

Head Start and Early Head Start programs provide comprehensive services to enrolled children and families. In this section we begin by describing the basic approaches programs take to providing services. We then focus on the key features and quality of child development services that children who are DLLs receive in classrooms and home visits. This section ends with a description of other important services that the programs offer to DLLs and their families.

1. Service Approaches

The majority of DLLs in Early Head Start are in the home-based option. Early Head Start programs have flexibility to provide services in the following ways: (1) home-based option, where child and family development services in weekly home visits; (2) center-based option, child development services in classrooms and family development services in less-frequent home visits; (3) combined approach, including both center-based care and home visits at proportions stipulated in the Head Start Program Performance Standards; (4) family child care option, with at least twice yearly home visits; and (5) locally determined option, requiring prior approval. Slightly more than one-half of DLLs in Early Head Start were enrolled in home-based programs, while one-third were enrolled in center-based programs, 9 percent were enrolled in a combination program, and 2 percent were enrolled in a family child care program (Table III.1).

Center-based care for DLLs was most likely full-time in Early Head Start and part-time in Head Start. Children enrolled in center-based Early Head Start programs and children enrolled in Head Start may receive full-day or part-day care. Two-thirds of DLLs in Head Start were enrolled in a part-day program (according to program directors' definitions) (Table III.2). In contrast, according to program directors, three-fourths of DLLs in Early Head Start were enrolled in a full-day program (65 percent in a year-round full-day program and 14 percent in a part-year, full-day program) (Table III.3). In contrast, according to program directors, three-fourths of DLLs in center-based Early Head Start were enrolled in a program that operated full-day centers (65 percent in a program operating a year-round full-day center and 14 percent in a program operating a part-year, full-day center) (Table III.3). Although no data are available, DLLs in programs operating only part-day centers may receive additional care in centers operating in partnership with the Early Head Start program if they need full-time care.

Nearly all children enrolled in MSHS programs in 2007-2008 were in full-day center-based programs. Most of the remaining children were in family child care programs (Table III.4).

2. Classroom Features and Quality

The Baby FACES data show that on average, the group size and child-staff ratio in the average Early Head Start classroom of 1-year-old DLLs in Spring 2009 met standards, but the quality of the average classroom was rated in the minimal to good range.

The FACES data paint a similar picture of quality in the Head Start classrooms of DLLs. On average, the classrooms of DLLs who entered Head Start in Fall 2006 and were still enrolled in Spring 2007 met standards for group size and child-adult ratio, and in their interactions with children, the lead teachers demonstrated sensitivity, responsiveness, and encouragement. The average classroom environment, however, was rated in the minimal to good range, and the teacher's instructional support was rated low. The remainder of this section details these findings.

Average child-adult ratios and group sizes in Early Head Start and Head Start are well below recommended levels. On average, the classrooms of 1-year-old DLLs in Early Head Start classrooms in Spring 2009 included 5.7 children and 2.5 adults, for a child-adult ratio of 2.3 to 1 (Table III.5, ratio reflects the number of children and adult caregivers in the classroom, including staff and volunteers). The average group size and child-adult ratio are well within the maximum group size and ratio recommended by the American Academy of Pediatricians, American Public Health Association, and the National Resource Center for Health and Safety in Child Care and Early Education and required in the Head Start Program Performance Standards (a group size of 8 children and a child-adult ratio of 4 or fewer infants and toddlers per adult in a classroom) (American Academy of Pediatrics, American Public Health Association, National Resource Center for Health and Safety in Child Care and Early Education, 2011; Administration for Children and Families, 1996).

On average, DLLs who entered Head Start in Fall 2006 were in classrooms in Spring 2007 that included 15.2 children and 2.2 adults (a ratio of 6.9 children per adult) (Table III.6). The average group size and child-adult ratio observed in the Head Start classrooms of DLLs were within the levels recommended by the NAEYC (which recommends a maximum group size of 18 children and ratio of 8 or fewer 3-year-olds for each adult in a classroom and a maximum group size of 20 and ratio of 10 or fewer 4-year-olds per adult in a classroom) and required in the Head Start Program Performance Standards (which require a maximum of 8.5 or fewer 3-year-olds per adult and 10 or fewer 4-year-olds per adult) (NAEYC, 2007; Administration for Children and Families, 1996).

Global ratings indicate that, on average, Early Head Start and Head Start classrooms provide minimal to good quality care. The average ITERS score for the classrooms of 1-year-old DLLs in Early Head Start classrooms in Spring 2009 was 3.9, in the minimal to good range. Average scores on the ITERS subscales ranged from 3.0 (personal care subscale) to 4.7 (interaction/social subscale) (Table III.5).

According to the ECERS-R data, the average quality of the Spring 2007 classrooms of DLLs who entered Head Start in Fall 2006 was between minimal and good. The average ECERS-R total score was 3.5 (Table III.6). One-fifth of DLLs were in classrooms rated on the high end of the minimal-good range (between 4 and 4.99), and 3 percent of DLLs were in classrooms that were rated as good (5 or above). Average scores on the ECERS-R subscales ranged from 2.2 (personal care subscale) to 4.4 (social subscale) (Table III.6). The average ECERS-R total score observed in the FACES study is very similar to the average score for 4-year-old classrooms reported in a study of publicly supported prekindergarten programs in 11 states (3.85; Mashburn et al, 2008[xviii]).

On average, the quality of interactions between children and lead teachers in Head Start is good. The Arnett Caregiver Interaction Scale scores show that the average quality of interactions between lead teachers and children in the Spring 2007 classrooms of DLLs who entered Head Start in Fall 2006 was good. The average Arnett score for lead teachers in these classrooms was 67.8 (out of a possible 90; an average of 2.3 across items), suggesting high levels of teacher sensitivity, responsiveness, and encouragement of children's independence and self-help skills (Table III.6).

The average quality of instructional support in Head Start is low. The CLASS Instructional Support ratings show that on average, instructional support in the Spring 2007 classrooms of DLLs who entered Head Start in Fall 2006 was low. The average CLASS Instructional Support score was 1.9, with average subscores ranging from 1.7 for concept development to 2.1 for language modeling (Table III.6). Approximately 7 percent of DLLs were in classrooms in which the quality of instructional support was moderate (in the 3 to 5 range). The average CLASS instructional support score observed in the FACES study also is very similar to the average score for 4-year-old classrooms reported in a study of publicly supported prekindergarten programs in 11 states (2.08; Mashburn et al. 2008).

Most DLLs in Head Start were in classrooms that provided reading and language activities as well as math activities on a daily or nearly daily basis. More than half of DLLs who entered Head Start in Fall 2006 were in classrooms in which teachers reported each of 11 reading and language activities took place daily or almost daily. The most widely conducted daily and near-daily reading and language activities in the classrooms of DLLs included listening to teachers read stories while seeing the print (90 percent), working on letter naming (84 percent), learning about conventions of print (75 percent), writing their own name (73 percent), and discussing new words (71 percent). The least common activities reported daily or near-daily included listening to the teacher read stories without seeing print (21 percent), learning about rhyming words and word families (54 percent), and dictating stories to an adult (56 percent) (Table III.7).

All ten math activities asked about also were conducted daily or near-daily in the classrooms of the majority of DLLs entering Head Start in Fall 2006. The most widely conducted daily and near-daily activities were counting out loud (96 percent), working with geometric manipulatives (85 percent), engaging in calendar-related activities (83 percent), engaging in

activities that involve shapes and patterns (83 percent), and working with counting manipulatives (80 percent). The activities least likely to be reported daily or near-daily were working with rulers or other measuring instruments (52 percent), activities related to telling time (55 percent), and using creative movement or drama to understand math concepts (62 percent) (Table III.8).

Almost all DLLs in Early Head Start and Head Start were exposed to adults speaking English, and the majority of DLLs were exposed to adults speaking Spanish. Nearly all (98 percent) of 1-year-old DLLs receiving center-based Early Head Start services in 2009 were exposed to adults speaking English in their classroom, and 81 percent were exposed to adults speaking Spanish in their classroom. A few (7 percent) were exposed to adults speaking another language (Table III.9). Similarly, in Head Start, 98 percent of DLLs who entered in Fall 2006 were in classrooms in which English was used for instruction, while 58 percent were in classrooms in which Spanish was used for instruction (Table III.10). The data do not indicate the extent to which children were spoken to in their home language.

The majority of DLLs in Early Head Start and Head Start were in classrooms that used their home language for some instruction. For 85 percent of the 1-year-old DLLs in Early Head Start centers, their home language was used in the classroom (Table III.9). Nearly two-thirds (60 percent) of DLLs entering Head Start in 2006 were in classrooms in which their home language was used at least some of the time for instruction (Table III.10). According to parents, 85 percent of DLLs in Head Start were in a program in which staff members speaking their child's home language were available in the program (Table III.11).

In Early Head Start classrooms of 1-year-old DLLs, the majority of DLLs were most often read to in English, but 8 percent were most often read to in Spanish (Table III.9).

Among classroom staff in Early Head Start classrooms, lead teachers were most likely to speak to DLLs in a language other than English (69 percent), followed by assistant teachers (47 percent), classroom aides (30 percent), and volunteers (19 percent) (Table III.9). [13]

In MSHS programs, most of which are center-based, 2007-2008 PIR data indicate that 71 percent of non-supervisory staff members, including teachers, assistant teachers, and family child care providers, were proficient in a language other than English.

3. Characteristics and Quality of Home Visits in Early Head Start.

Early Head Start home visits with 1-year-old DLLs in Spring 2009 typically lasted more than an hour (82 minutes, on average) and involved an average of one adult, the 1-year-old, and often a sibling. Nearly three-quarters of home visits with DLLs were conducted in Spanish (Table III.13).

[13] In Early Head Start classrooms, classroom staff members have differentiated responsibilities that are recognized by program directors; however, each child is assigned a primary caregiver. The primary caregiver of each focal child in Baby FACES completed a Teacher Interview.

The home visits observed by Baby FACES research staff included many different kinds of activities, some that occurred simultaneously. The most prevalent activity was play (82 percent of home visits), and at least half of home visits included provision of education and/or information (61 percent), child or parent observation or assessment (59 percent), goal setting and planning (52 percent), and modeling or demonstrating interaction with the child (i.e., facilitating parent/child interaction) (50 percent). On average, two-thirds (69 percent) of the home visit time was spent on child-focused activities and parent-child-focused activities. An additional 18 percent of home visit time was spent on parent or family-focused activities, and 12 percent of the time was spent on staff-family relationship-building activities (Table III.13).

On average, the observed quality of home visits with 1-year-old DLLs in Early Head Start was rated as slightly above adequate. The average HOVRS overall quality score was 3.6 (Table III.14). Average scores on HOVRS subscales indicate that quality of visitor strategies overall was slightly lower (3.4), with the highest quality observed in the relationship with family (4.1). In comparison, quality in terms of effectiveness of the visit was slightly higher (3.8), with the highest average rating in home visitors' engagement with the focal child during the visit (4.6).

4. Other Services

In Head Start, about half of DLLs with a disability had an IEP. Eight percent of DLLs had a teacher-reported disability, and 53 percent of these children had an individualized education program (IEP) or individualized family service plan (IFSP) (Table III.15).

A wide range of services are offered to families of DLLs in Early Head Start. Virtually all 1-year-old DLLs in Early Head Start in Spring 2009 were in programs that offered a wide range of family services, either directly, by referral, or through a community partner on- or off-site. These services ranged from employment assistance and job training to health and mental health services to other support services, although some services were offered more commonly than others. Less than 20 percent of programs offered training or support groups for families, or mental health services beyond screenings, assessments, or therapy (Table III.16).

Nearly all Early Head Start programs serving families of DLLs offered key services, including assistance in obtaining health services, information about Head Start, information about community resources, and assistance in applying for medical insurance. Many programs offered assistance in scheduling appointments for prekindergarten screening. Two-thirds of programs provided activities and workshops targeting parents of DLLs, and slightly more than half offered assessment of English language skills and assessment of basic reading and writing skills (Table III.17).

Many families of DLLs in Early Head Start and Head Start do not report receiving family services. Although programs offered a wide range of services either directly or by referral, a minority of families of 1-year-old DLLs in Early Head Start in Spring 2009 reported receiving these types of services from any source during the past year. One-third reported receiving health services, and nearly one-fourth attended classes to learn English. One-fifth (21 percent)

received help finding good child care, and 13 percent received short-term help getting or paying for things they needed in an emergency (Table III.18).

According to parents of DLLs who entered Head Start in Fall 2006, Head Start provided information on health care providers to the parents of three-quarters of DLLs, and made referrals to health care providers for parents of 20 percent of DLLs (Table III.19). Head Start did not make most parents aware of or help them obtain other services ranging from employment-related services to child care to mental health services to other support services (Table III.19). Parents of 12 percent of DLLs reported that Head Start made them aware of or helped them obtain one or more of these types of services.

In both Early Head Start and Head Start, approximately one-fifth of mothers of DLLs and nearly 10 percent of fathers of DLLs were currently participating in education or training activities. Most parents of 1-year-old DLLs enrolled in Early Head Start in Spring 2009 who were enrolled in a course, program, class, or workshop reported that Early Head Start helped them take or locate it (Table III.18). Among the parents of DLLs who entered Head Start in Fall 2006, however, less than one-third of the mothers and one-tenth of the fathers who were enrolled in a program, course, class, or workshop reported that Head Start helped them take or locate it (Table III.20).

Although many families of DLLs do not report receiving any of the survey-specified family services from the programs, program data suggest that most families in these programs do receive at least one service. The 2007-2008 PIR data indicate that most families in Early Head Start (84 percent), Head Start (73 percent), and MSHS programs (58 percent) received at least one family service. The most frequently received services in MSHS programs were parenting education (42 percent) and health education (39 percent). Among other types of services received, transportation assistance (16 percent), ESL training (15 percent), and emergency/crisis intervention (12 percent) were the most prevalent services received by families in MSHS programs (Table III.21). A mental health professional consulted with program staff about the child's behavior or mental health for 6 percent of children, and facilitated a referral for mental health services for 1 percent of children (Table III.22).

All Early Head Start programs serving DLLs held events for the entire family. Nearly all (97 percent) programs reported offering materials or workshops on child sleep practices to families of 1-year-old DLLs in Spring 2009. Eleven percent offered literacy activities, and small percentages offered other types of family activities and events (Table III.23). Two thirds of DLLS were in Early Head Start programs that reported offering activities or events specifically for fathers, while 39 percent attended programs that offered employment or job training services specifically designed for fathers (Table III.23).

Family involvement in Early Head Start activities varies widely. Early Head Start programs offer a variety of activities and events in which individual family members and entire families can participate. Nearly 80 percent of parents of 1-year-old DLLs in Early Head Start in Spring 2009 reported that they attended group activities for parents and their children during the past year. Nearly two-thirds of parents reported that they attended an Early Head Start social event,

and 57 percent attended parent education meetings or workshops related to children. Nearly half reported volunteering in an Early Head Start classroom. Smaller percentages were involved in other types of activities. Notably, in 18 percent of families of DLLs, the father or father-figure attended events just for men/fathers (Table III.24).

5. Parent Satisfaction

Parents of DLLs in Head Start reported high levels of satisfaction with Head Start. More than three quarters of parents of DLLs who entered Head Start in Fall 2006 and were still enrolled in Spring 2007 were very satisfied with most aspects of their experiences and their children's experiences in Head Start. Parents were especially likely to be very satisfied with Head Start in helping their child to grow and develop (88 percent) and preparing their child to go to kindergarten (86 percent) (Table III.25). Fewer parents were very satisfied with Head Start in identifying and providing services for the family (60 percent) and in helping parents become more involved in the community (63 percent).

In Spring 2007, the parents of more than three-quarters of DLLs who entered Head Start in Fall 2006 reported that they and their child always had a variety of positive experiences in Head Start. They were most likely to report that they always felt welcomed by their child's teacher (92 percent) and that their child was always treated with respect by teachers (90 percent). Fewer parents (61 percent) said that their child always got lots of individual attention (Table III.25).

C. DIFFERENCES AND SIMILARITIES IN THE SERVICES PROVIDED TO DLLS AND CHILDREN FROM MONOLINGUAL ENGLISH HOMES

As shown in Question 1, DLLs in Head Start and Early Head Start differ from children from monolingual English homes beyond the differences in language, race/ethnicity, and immigrant background that define them. They are more likely to be from families with two parents and to have at least one parent who is employed, yet they are also more likely to be living in poverty. These differences are likely to lead to different service needs and use, and indeed, the available data indicate some clear differences, as the following summary shows. However, the data show that DLLs and their counterparts from monolingual English homes experienced similar quality of care in home visits and Early Head Start centers. These differences and similarities are described below:

DLLs were less likely than children from monolingual English homes to be enrolled in programs that offered full-day center-based early education and care.

- DLLs in Early Head Start were less likely to be receiving center-based services (32 percent vs. 49 percent of monolingual English children) and more likely to be receiving home-based services or combination services (9 percent vs. 1 percent) (Table III.1).

- DLLs in center-based Early Head Start programs and in Head Start were less likely than children from monolingual English homes to be enrolled in a program with a center that operated more than 10 hours per day (40 percent vs. 55 percent in Early Head Start, which most likely reflects programs offering combination services), and less likely to be in a full-day program (79 percent vs. 98 percent in Early Head Start and 32 percent vs. 57 percent in Head Start) (Tables III.3 and III.2).

Based on observations conducted by research staff, the quality of classrooms in which DLLs were enrolled was very similar to the quality of classrooms in which children from monolingual English homes were enrolled.

- All observational measures of classroom quality were very similar for the classrooms of DLLs and classrooms of children from monolingual English homes, both in Early Head Start and Head Start (Tables III.5 and III.6).

- The extent to which Head Start teachers reported reading and language activities and math activities was very similar for DLLs and children from monolingual English homes. However, DLLs were less likely to be in classrooms in which daily activities included discussing new words (71 percent vs. 82 percent) (Table III.7), and precisely which language new words were in is not known.

Among Early Head Start children in home-based programs, the key features of the home visits observed with DLLs and children from monolingual English homes were similar; however, there were some differences in activities.

- Activities during home visits with DLLs were less likely to include provision of education or information (61 percent vs. 75 percent), evaluation/feedback on parent-child interactions (35 percent vs. 49 percent), or child/parent observation/assessment (59 percent vs. 68 percent) (Table III.13).

Most families of DLLs and children from monolingual English homes in Head Start did not report receiving services ranging from employment assistance and job training to health and mental health services to other support services.

- The available data show that most parents of both DLLs and children from monolingual English homes who entered Head Start in Fall 2006 (88 percent of both groups) reported that Head Start did not make them aware of or help them obtain any of a wide range of services (Table III.19).

In Early Head Start, DLLs were more likely than children from monolingual English homes to be in programs offering English language and literacy-related services, their parents were more likely to have received several literacy and language-related services and health services, and their parents reported higher involvement in many program activities.

- DLLs were more likely than children from monolingual English homes to be in programs that offered specific services for DLLs, including activities and workshops for parents (64 percent vs. 49 percent), information about adult ESL or education (98 percent vs. 91 percent), information about community resources (99.6 percent vs. 93 percent), and assistance in obtaining health services (100 percent vs. 94 percent) (Table III.17).

- Parents of DLLs were less likely than parents of children from monolingual English homes to be currently enrolled in a program, course, class or workshop (mothers 22 percent vs. 31 percent; fathers 9.5 percent vs. 13.9 percent). However, DLLs' parents were more likely to report that Early Head Start helped them to take or locate programs, courses, classes or workshops (mothers 19 percent vs. 12 percent; fathers 9 percent vs. 3 percent) (Table III.18).

- Despite being more likely to report that Early Head Start helped them find such programs, fathers of DLLs were less likely than fathers of children from monolingual English homes to be enrolled in a program offering events (67 percent vs. 76 percent) or employment/job training services specific to fathers (38.5 percent vs. 46.6 percent) (Table III.23).

- Parents of DLLs were more likely than parents of children from monolingual English homes to report receiving classes to learn English (23 percent vs. 1 percent) and health services (33 percent vs. 15 percent) in the past year (Table III.18).

- DLLs were more likely than children from monolingual English homes to be enrolled in programs that offered family literacy activities (11 percent vs. 5 percent) but less likely to be in programs that offered transition activities (1 percent vs. 8 percent) (Table III.23).

- Parents of DLLs were more likely than parents of children from monolingual English homes to report that they attended group activities for parents and children (80 percent vs. 68 percent), workshops on job skills (31 percent vs. 14 percent), parent education meetings or workshops on raising children (57 percent vs. 37 percent), or events just for fathers (18 percent vs. 12 percent). They also were more likely to report that they volunteered in an Early Head Start classroom (47 percent vs. 37 percent) (Table III.24).

The Early Head Start programs attended by DLLs were less likely to have formal connections with Part C agencies.

- DLLs in Early Head Start were less likely than their counterparts from English-speaking homes to be in a program with a formal written partnership with a Part C agency[14] (72 percent vs. 96 percent) (Table III.26).

[14] Part C of the Individuals with Disabilities Education Act (IDEA) provides early intervention (EI) services to children aged birth to three with developmental delays or a medical condition likely to lead to a developmental delay. Some states also serve infants and toddlers who are at heightened risk for developmental delay due to

biological/medical factors or their environmental/caregiving circumstances (NECTAC, http://www.nectac.org/~pdfs/pubs/eifactsheet_2pg.pdf). A formal written partnership with the agency providing Part C early intervention services is likely to facilitate the identification of children with disabilities and referrals to early intervention services.

CHAPTER IV. QUALIFICATIONS AND TRAINING OF STAFF WHO SERVE DLLS

In this chapter, we address the third research question:

What are the qualifications and training of Head Start and Early Head Start teachers/staff that serve children who are DLLs and their families?

In the next section, we summarize the data sources and analytic methods used to address this question. The following section investigates the qualifications and training of staff serving DLLs and their families. These findings are put into context in the final section of this chapter through comparisons with the qualifications and training of staff serving children from monolingual English homes.

A. METHODOLOGY

The 2006 FACES surveys of Head Start program directors, education coordinators, center directors, and teachers and the 2009 Baby FACES surveys of Early Head Start program directors, teachers, and home visitors provide data on the characteristics and education, training, and work experiences of staff in Head Start and Early Head Start. These data sources offer important insights into the characteristics, preparation, and tenure of staff.

Descriptive analyses of each data source were conducted. The analyses used analytic weights provided with the survey datasets to take into account the sampling design and data collection non-response. All estimates pertaining to Head Start children and families obtained using FACES 2006 data are weighted to represent the population of children entering Head Start for the first time in Fall 2006, or – for data from the spring before kindergarten – those entering for the first time in 2006 who are still enrolled after one or two years. Estimates using Baby FACES data are weighted to represent the population of 1-year-old children enrolled in Early Head Start in Spring 2009.

The FACES and Baby FACES data do not include children and families in Migrant and Seasonal Head Start (MSHS) programs or children and families in American Indian/Alaska Native (AI/AN) programs.

All of the analyses focus on children for whom a language other than English is the primary language spoken to them at home (DLLs).

B. CHARACTERISTICS AND QUALIFICATIONS OF STAFF SERVING DLLS

The teachers and home visitors caring for DLLs, and their managers, provide the care that shapes the experiences of DLLs in Early Head Start and Head Start. In the following sections, we examine the characteristics and employment experiences of the teachers, home visitors, and managers caring for DLLs in Early Head Start and Head Start.

1. Teachers Caring for DLLs in Early Head Start, Head Start, and MSHS

Teachers are virtually all female. All of the teachers serving 1-year-old DLLs in Early Head Start in Spring 2009 were female (Table IV.1). Almost all of the lead teachers in classrooms of DLLs who entered Head Start in Fall 2006 were female (Table IV.3).

Like enrolled children, more than half of teachers are Hispanic. As noted in Chapter II, 91 percent of DLLs in Early Head Start and 84 percent of DLLs in Head Start come from homes in which the primary language spoken is Spanish. A substantial proportion of DLLs in Early Head Start and Head Start are cared for by teachers who are also Hispanic. Half of 1-year-old DLLs in Early Head Start classrooms in Spring 2009 had teachers who were Hispanic (Table IV.1). Similarly, nearly half of DLLs who entered Head Start in Fall 2006 had lead teachers who were Hispanic (Table IV.3).

Depression may afflict some teachers. Most teachers caring for DLLs in Early Head Start and Head Start did not report elevated symptoms of depression, which would indicate a high probability that they were depressed; however, for a small proportion of teachers and home visitors, moderate or severe depression may be a problem. In Early Head Start, teachers caring for 16 percent of 1-year-old DLLs reported symptoms of moderate or severe depression (Table IV.1). In Head Start, teachers of 12 percent of teachers of DLLs reported symptoms of moderate or severe depression (Table IV.3).

The majority of DLLs in Early Head Start and Head Start centers have teachers who have a college degree, although there is variability. In Early Head Start, 55 percent of DLLs in center-based care had a teacher with an associate's or bachelor's degree (Table IV.4). Only 15 percent were cared for by a teacher with only a high school diploma or less. Most DLLs (87 percent) who entered Head Start in Fall 2006 were cared for by a lead teacher who had an associate's or bachelor's degree (Table IV.6). Only 5 percent of teachers serving DLL children had only a high school diploma or GED. In MSHS programs in 2007-2008, 54 percent of teachers had an associate's or bachelor's degree.

One-fourth to one-half of teachers of DLLs had a degree in early childhood education. The educational attainment of teachers may have a greater impact on their work if it includes a focus on child development and early education. Nearly half (45 percent) of 1-year-old DLLs in Early Head Start center-based care in 2009 were cared for by teachers whose field of study included early childhood education (Table IV.4). Among DLLs entering Head Start in Fall 2006 whose teacher had an associate's or bachelor's degree, 28 percent had a teacher with a degree in early childhood education (24 percent overall) (Table IV.6).

Many teachers have a Child Development Associate (CDA) credential.[15] The teachers of two-thirds of 1-year-old DLLs in Early Head Start in Spring 2009 and 60 percent of lead teachers

[15] Earning a CDA credential requires 120 hours of formal early childhood education training in 8 content areas and 480 hours of professional experience in a group setting with infants and toddlers or 3-5 year old children or 480 hours working with families in home visits, in addition to a minimum of 3 hours of direct observation by a CDA

of DLLs who entered Head Start in Fall 2006 had earned a CDA (Tables IV.4 and IV.6). More than half (57 percent) of teachers in MSHS programs in 2007-2008 had a CDA credential.

Some teachers have a state-awarded preschool certificate. One-third of 1-year-old DLLs in Early Head Start centers in 2009 had a teacher with a state-awarded preschool certificate or license (Table IV.4). Nearly half (47 percent) of DLLs who entered Head Start in Fall 2006 had a lead teacher with a state-awarded certificate (Table IV.6).

Many DLLs in Head Start are in programs in which lead teachers have a teaching certificate or license. More than half of the lead teachers (59 percent) of DLLs who entered Head Start in Fall 2006 had a teaching certificate (Table IV.6).

Current participation in training is common among teachers in Early Head Start and Head Start. At the time of the FACES and Baby FACES surveys, one-third to one-half of the teachers of DLLs was enrolled in training (i.e., educational course apart from any training provided by their program). About half (52 percent) of 1-year-old DLLs in Early Head Start centers had a teacher currently enrolled in child care-related training (Table IV.4). Similarly, 42 percent of DLLs who entered Head Start in Fall 2006 had a teacher who was currently enrolled in teacher-related training (Table IV.6).

Many teachers have more than 5 years of experience in Early Head Start and Head Start. DLLs in Early Head Start had teachers with less experience than DLLs in Head Start, possibly reflecting the younger age of the Early Head Start program. On average, teachers serving 1-year-old Early Head Start DLLs in center-based programs in 2009 had worked in Early Head Start for 5 years (Table IV.4). Nearly half (48 percent) of DLLs in Early Head Start had teachers who had worked in Early Head Start 5 or more years. On average, DLLs entering Head Start in Fall 2006 had lead teachers who had worked in Head Start for 9 years, with 8 years in their current program (Table IV.6). Three-quarters (74 percent) of DLLs entering Head Start had lead teachers who had worked in Head Start 5 or more years.

Teachers and home visitors in Early Head Start had more than 5 years of experience caring for infants and toddlers. On average, 1-year-old DLLs in Early Head Start centers in 2009 had teachers (5.8 percent) and home visitors (6.9 percent) who had been teaching or caring for infants and toddlers for several years (Tables IV.4 and IV.5).

Teachers in Head Start have more than a decade of teaching experience. DLLs entering Head Start in Fall 2006 had lead teachers who had been teaching for 13 years, on average (Table IV.6).

The average annual salaries of lead teachers in Head Start and MSHS are modest. The average annual salary received by the lead teachers of DLLs entering Head Start in Fall 2006 was

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Advisor, submission of a Professional Resource File, and submission of questionnaires completed by parents of children in the care of the CDA candidate (see http://www.cdacouncil.org/the-cda-credential).

$26,580 (Table IV.6). The 2007-2008 PIR data indicate that the average teacher in MSHS programs earned $18,304 annually.

Average turnover of Early Head Start and MSHS teachers is moderate. Teacher turnover during the past 12 months in programs of 1-year-old DLLs in center-based Early Head Start care in 2009 was 14 percent (Table IV.12). About one-fifth of Early Head Start programs offering center-based care experienced a teacher turnover rate greater than 25 percent. Similarly, the average teacher turnover rate in MSHS programs in 2007-2008 was 15 percent.

2. Home Visitors Caring for DLLs in Early Head Start

Home visitors are virtually all female. All of the home visitors serving 1-year-old DLLs in Early Head Start in Spring 2009 were female (Table IV.2).

Like enrolled children, more than half of home visitors are Hispanic. A substantial proportion DLLs in Early Head Start are served by home visitors from a similar background. Three-quarters of 1-year-old DLLs in Early Head Start who were receiving home visits had home visitors who were Hispanic (Table IV.2).

Depression may afflict some home visitors. Most home visitors serving DLLs in Early Head Start did not report elevated symptoms of depression, indicating a high probability that they were depressed. However, for a small proportion, moderate or severe depression may be a problem. Home visitors caring for 4 percent of 1-year-old DLLs in Early Head Start reported symptoms of moderate or severe depression (Table IV.2).

Nearly all DLLs receiving home-based Early Head Start services have home visitors with education beyond high school. Nearly two-thirds (62 percent) of DLLs in Early Head Start who were receiving home-based services had a home visitor with an associate's or bachelor's degree (Table IV.5). Only 4 percent of DLLs in home-based Early Head Start had a home visitor with a high school diploma, GED, or less.

Two-thirds of home visitors of DLLs had a degree in early childhood education. The educational attainment of teachers and home visitors may have a greater impact on their work if it includes a focus on child development and early education. Nearly two-thirds (64 percent) of all 1-year-old DLLs in home-based Early Head Start services were cared for by home visitors whose field of study included early childhood education (Table IV.5).

Many home visitors have a Child Development Associate (CDA) credential. Nearly half of DLLs receiving home-based Early Head Start services in Spring 2009 had a home visitor with a CDA credential (45 percent) (Table IV.5).

Some home visitors have a state-awarded certificate. Nearly half (45 percent) of 1-year-old DLLs receiving home-based Early Head Start services in Spring 2009 had a home visitor with a state-awarded certificate (Table IV.5).

Many Early Head Start home visitors participate in training. About one-third (36 percent) of the 1-year-old DLLs receiving Early Head Start home-based services in Spring 2009 had a home visitor who was currently enrolled in child care related training (i.e., course/class apart from any provided by their program) (Table IV.5).

Many home visitors have more than 5 years of experience in Early Head Start. On average, 1-year-old Early Head Start DLLs in home-based services in 2009 had home visitors who had worked in Early Head Start for 4 years, and more than a third (43 percent) of DLLs in Early Head Start had home visitors who had worked in Early Head Start 5 or more years (Table IV.5).

Home visitors in Early Head Start have more than five years of experience, on average, caring for infants and toddlers. On average, 1-year-old DLLs in home-based Early Head Start services had home visitors who had been teaching or caring for infants and toddlers for 7 years (Table IV.5).

Average turnover of Early Head Start home visitors is moderate. Home visitor turnover during the past 12 months in programs of 1-year-old Early Head Start DLLs in home-based care in 2009 was 15 percent. (Table IV.12). About one-fifth of programs offering home-based services experienced a home visitor turnover rate higher than 25 percent.

3. Managers Overseeing Teachers and Home Visitors Caring for DLLs in Early Head Start and Head Start

Although supervisors, coordinators, and directors do not normally care for children in Early Head Start and Head Start directly, they can have an impact on the care children receive through their monitoring of teachers and home visitors and the policies and practices they set and model for frontline staff.

Managers in programs serving DLLs have high levels of education. Three-quarters of DLLs were enrolled in programs in which mid-level managers (program manager/supervisor in Early Head Start and center director in Head Start) had a bachelor's degree or higher (75 percent in Early Head Start and 72 percent in Head Start), and notable proportions of DLLs were enrolled in programs with mid-level managers who had a graduate or professional degree (27 percent in Early Head Start and 43 percent in Head Start) (Tables IV.7 and IV.8). Two-thirds (63 percent) of DLLs who entered Head Start in Fall 2006 were in programs in which the education coordinator had a graduate degree, and nearly all were in a program in which the education coordinator had a bachelor's degree or higher (97 percent) (Table IV.9). Most DLLs in Early Head Start and Head Start were in programs led by a director with a bachelor's degree or higher, and two-

thirds to three-quarters were in programs in which the director had a graduate or professional degree (Tables IV.10 and IV.11).

Many managers in Head Start (but not in Early Head Start) have a CDA credential. Nearly none of the DLLs in Early Head Start were in programs in which the mid-level staff and director had only a CDA credential. In contrast, nearly half of DLLs entering Head Start in Fall 2006 were in programs in which mid-level managers and directors had a CDA credential. Only 3 percent of 1-year-old DLLs in Early Head Start in 2009 were in programs in which the program manager/supervisor had a CDA, and less than 1 percent was in a program in which the director had a CDA (Tables IV.7 and IV.10). More than one-third (43 percent) of DLLs who entered Head Start in Fall 2006 were in a program in which the education coordinator had a CDA and about half were in a program in which the center-director had a CDA (Tables IV.8 and IV.9).

Many directors and managers in Head Start (but not in Early Head Start) also have a state-awarded preschool certificate. Less than 5 percent of 1-year-old DLLs in Early Head Start in 2009 were in programs in which program managers/supervisors or directors had a state-awarded preschool certificate or license (Tables IV.7 and IV.10). In contrast, one-third of DLLs who entered Head Start in Fall 2006 were in programs in which the center director had a state-awarded preschool certificate, and nearly half (47 percent) were in programs in which the education coordinator had a state-awarded certificate (Tables IV.8 and IV.9).

Many DLLs in Head Start are in programs in which center directors and education coordinators have a teaching certificate or license. More than half of DLLs who entered Head Start in Fall 2006 were in centers with directors (53 percent) who had a teaching certificate (Table IV.8). Nearly two thirds (63 percent) of DLLs in Head Start were in programs in which the education coordinator had a teaching certificate (Table IV.9).

Head Start managers have more than a decade of experience working in Head Start. DLLs in Head Start were in programs with mid-level managers and directors who had slightly more experience than lead teachers working in Head Start (11 to 15 years, compared with 9 years). Most of this Head Start experience was in the current program. On average, DLLs who entered Head Start in Fall 2006 were in centers with directors who had worked in Head Start for 11 years, 9 of those in their current program (Table IV.8). On average, they were in programs with education coordinators who had worked in Head Start for 14 years, all in their current program (Table IV.9). And on average, they were in programs with directors who had worked in Head Start for 18 years, 15 of those in their current program (Table IV.11).

Average salaries increase with responsibility. In Head Start, center directors receive an average annual salary that is almost twice as large as that received by lead teachers, and program directors receive an average annual salary that is almost three times as large as that received by lead teachers. In the programs of DLLs who entered Head Start in Fall 2006, the average annual salaries received by the center directors, education coordinators, and program directors were $46,353, $56,071, and $81,812 respectively (Tables IV.8, IV.9, and IV.11).

Turnover in managers is common in Early Head Start programs serving DLLs. More than half (56 percent) of 1-year-old DLLs in Early Head Start in 2009 were in a program that lost a director, coordinator, or manager in the past year (Table IV.12). Those children who experienced this turnover experienced the loss of 1.6 such staff. Among the children who experienced program management turnover, nearly half were in programs where managers left due to personal reasons (46 percent), while approximately one-quarter were in programs where managers left for higher compensation or benefits (29 percent) or to change careers (26 percent). Ten percent of DLLs who experience program management turnover were in programs in which managers left on maternity leave, and 10 percent were in programs where managers left for other reasons (Table IV.12).

C. DIFFERENCES BETWEEN STAFF CARING FOR DLLS AND MONOLINGUAL ENGLISH CHILDREN

As shown in Chapter II, DLLs in Head Start and Early Head Start differ from children from monolingual English homes beyond the differences in language, race/ethnicity, and immigrant background that define them. DLLs are more likely to live in the West and South, and programs there may face different labor markets and select staff with different demographic, educational, and work backgrounds. The data from Baby FACES and FACES show there are differences in the staff who serve DLLs and the staff who serve children from monolingual English homes, as highlighted below.

Differences in race/ethnicity of frontline staff reflect differences in DLLs and monolingual English children. Efforts to match DLLs with teachers and home visitors from the same ethnic and linguistic background may be leading to differences in the backgrounds of Early Head Start and Head Start staff caring for DLLs and children from monolingual English homes:

- Compared with their peers from monolingual English homes, 1-year-old DLLs in Early Head Start in 2009 were more likely to have a Hispanic teacher (50 percent vs. 9 percent) or home visitor (73 percent vs. 4 percent) and less likely to have a White teacher (26 percent vs. 60 percent) or home visitor (17 percent vs. 82 percent) or an African-American teacher (14 percent vs. 24 percent) or home visitor (3 percent vs. 9 percent) (Tables IV.1 and IV.2).

- Similarly, compared with their peers from monolingual English homes, DLLs who entered Head Start in Fall 2006 were more likely to have lead teachers who were Hispanic (47 percent vs. 6 percent) and less likely to be White (29 percent vs. 47 percent) or African American (15 percent vs. 45 percent) (Table IV.3).

Data show systematic differences in exposure to teachers and home visitors with symptoms of depression. While most teachers and home visitors of DLLs and children from monolingual English homes in Early Head Start and Head Start did not report symptoms indicating they were depressed, differences were apparent in the percentages of children with teachers or home visitors reporting symptoms of moderate or severe depression.

- 16 percent of 1-year-old DLLs in Early Head Start were cared for by a teacher who reported moderate or severe symptoms of depression compared with 4 percent of teachers of children from monolingual English homes (Table IV.1).

- In contrast, 4 percent of DLLs compared with 12 percent of children from monolingual English homes who were in Early Head Start home-based services had a home visitor who reported symptoms indicating moderate or severe depression (Table IV.2).

- Among children who entered Head Start in Fall 2006, DLLs were just as likely as children from monolingual English homes to have a lead teacher who reported symptoms indicating moderate or severe depression (12 to 14 percent; Table IV.3).

Some teachers and home visitors serving DLLs followed a different education path. In Early Head Start, teachers of DLLs were less likely to have education beyond high school than teachers of children from monolingual English homes, resulting in fewer teachers who had earned an associate's degree or higher. The teachers of DLLs, however, were more likely than teachers of children from monolingual English homes to have a CDA credential:

- DLLs in Early Head Start centers were more likely than their peers from monolingual English homes to have a teacher with no education beyond high school (16 percent vs. 8 percent) and less likely to have a teacher with an associates' degree (25 percent vs. 37 percent) (Table IV.4).

- DLLs in Early Head Start centers were more likely than their peers from monolingual English homes to have a teacher with a CDA credential (68 percent vs. 49 percent) (Table IV.4).

A similar pattern of differences is evident for Early Head Start home visitors. DLLs in home-based Early Head Start services were less likely than children from monolingual English homes to have a home visitor who had completed college, but more likely to have a home visitor who had either received some college education or a state-awarded preschool certificate:

- DLLs in home-based Early Head Start programs had home visitors who were less likely than home visitors for children from monolingual English homes to have received any college degree (71.4 percent vs. 81.4 percent for AA, BA or graduate/professional degree) (Table IV.5).

- DLLs in home-based Early Head Start programs had home visitors who were more likely than home visitors caring for children from monolingual English homes to have received some college education (25 percent vs. 16 percent) (Table IV.5).

- 1-year-old DLLs receiving home-based Early Head Start services in Spring 2009 were more likely than their peers from monolingual English homes to have a home visitor with a state-awarded preschool certificate (45 percent vs. 32 percent) (Table IV.5).

FACES data show a similar pattern. DLLs in Head Start also were less likely than their peers from monolingual English homes to have a lead teacher who had completed college but more likely to have a lead teacher who had a state-awarded preschool certificate or a teaching certificate or license:

- The lead teachers of DLLs in Head Start were more likely than the lead teachers of children from monolingual English homes to have an associate's degree (50 percent vs. 36 percent) (Table IV.6).

- DLLs who entered Head Start in Fall 2006 were twice as likely as their peers from monolingual English homes to have a lead teacher with a state-awarded preschool certificate (47 percent vs. 23 percent) or a teaching certificate or license (59 percent vs. 36 percent) (Table IV.6).

Levels of current participation in training are similar. Both Baby FACES and FACES data show that current levels of participation in training are similar among the staff serving DLLs and those serving children from monolingual English homes:

- DLLs in Early Head Start centers and DLLs receiving home-based Early Head Start services were just as likely as their peers from monolingual English homes to have teachers or home visitors who were currently enrolled in training (Tables IV.4, IV.5, and IV.6).

In Early Head Start, DLLs have teachers and home visitors with less experience caring for infants and toddlers. In Head Start, DLLs and children from monolingual English homes have teachers with similar years of work experience, but in Early Head Start, DLLs have teachers and home visitors who have fewer years of experience than the teachers and home visitors of children from monolingual English homes:

- DLLs and children from monolingual English homes who entered Head Start in Fall 2006 had lead teachers with similar years of experience teaching in Head Start, teaching in the current program, and years of teaching (Table IV.6).

- The teachers of DLLs in Early Head Start in Spring 2009 had cared for infant or toddlers for an average of 6 years, compared to 8 years for teachers of children from monolingual English homes (Table IV.4).

- DLLs receiving home-based Early Head Start services had home visitors who had less experience caring for infants and toddlers, on average, than home visitors of children from monolingual English homes (7 vs. 10 years; Table IV.5).

In Early Head Start, managers of programs serving DLLs are more likely to leave. Annual rates of turnover in teachers and home visitors are similar in the programs attended by DLLs and the programs attended by children from monolingual English homes. The programs attended by DLLs, however, are more likely to experience turnover in management positions:

- Rates of turnover of frontline staff (teachers and home visitors) in the Early Head Start programs attended by 1-year-old DLLs were similar to the rates of turnover in the programs attended by their peers from monolingual English homes (Table IV.12).

- The percentage of children in programs in which a director, coordinator or manager left in the past 12 months was higher among DLLs than their peers from monolingual English homes (56 percent vs. 46 percent) (Table IV.12).

Data from FACES show that lead teachers and managers in programs attended by DLLs earn higher annual salaries. This could reflect differences in the geographic distribution of DLLs and children from monolingual English homes and associated differences in cost of living.

- The lead teachers of DLLs who entered Head Start in Fall 2006 reported annual salaries that were larger than the salaries of lead teachers of children from monolingual English homes ($26,580 vs. $22,473) (Table IV.6).

- The center directors of DLLs who entered Head Start in Fall 2006 reported annual salaries that were larger than the salaries of center directors of children from monolingual English homes ($46,353 vs. 39,341; Table IV.8).

- DLLs who entered Head Start in Fall 2006 were in programs with education coordinators who earned considerably more per year than education coordinators in the programs attended by children from monolingual English homes ($56,071 vs. $41,178; Table IV.9).

- DLLs who entered Head Start in Fall 2006 were in programs with directors who earned considerably more per year than directors in the programs attended by children from monolingual English homes ($81,812 vs. $60,767) (Table IV.11).

These differences show that compared with children from monolingual English homes, DLLs in Early Head Start were served by teachers and home visitors who had less education and experience but were more likely to have earned a CDA. Their teachers were more likely to be Hispanic than their colleagues serving children from monolingual English homes, like the DLLs for whom they cared.

In Head Start, DLLs were served by lead teachers who had less education and earned higher annual salaries than the lead teachers of children from monolingual English homes, but the lead teachers of DLLs were more likely to have earned a state-awarded certificate or teaching certificate or license. In Head Start, as in Early Head Start, the lead teachers of DLLs in Head Start were more likely than those teaching children from monolingual English homes to be Hispanic.

CHAPTER V. LANGUAGES USED BY STAFF WHO SERVE DLLS

In this chapter, we address the fourth research question:

> **What are the languages in which Head Start and Early Head Start teachers/staff are fluent in relation to the children and families they serve?**

In the next section, we summarize the data sources and analytic methods used to address this question. The following section investigates the languages used by staff serving DLLs and their families. While some information is available, the data addressing this question are particularly limited, as there are no formal assessments of staff language proficiency in use. Unlike previous chapters, these findings will not be compared to experiences of children from monolingual English homes, as the fluency of staff in LOTEs does not have the same relevance for these children.

A. METHODOLOGY

To answer this question, we compiled data from multiple sources. These include the 2009 Baby FACES surveys of Early Head Start teachers and home visitors, and the 2006 FACES surveys of Head Start teachers and parents.

Descriptive analyses of each data source were conducted. The analyses used analytic weights provided with the survey datasets to take into account the sampling design and data collection non-response. All estimates pertaining to Head Start children obtained using FACES 2006 data are weighted to represent the population of children entering Head Start for the first time in Fall 2006. Estimates using Baby FACES data are weighted to represent the population of 1-year-old children enrolled in Early Head Start in Spring 2009.

The FACES and Baby FACES data do not include children and families in MSHS programs or children and families in American Indian/Alaska Native (AI/AN) programs.

All of the analyses focus on children for whom a language other than English is the primary language spoken to them at home (DLLs).

B. LANGUAGES USED BY STAFF SERVING DLLS

The available data provide information that indirectly informs the question posed by Congress, shining light on the languages used in providing services to children who are DLLs and their families. However, there are no data that speak directly to the question of the fluency of Head Start staff in particular languages. Further, data on the languages used in various settings are not detailed enough to examine with what frequency and for what purposes different languages are used.

Multiple languages are often spoken in classrooms and home visits. Among 1-year-old DLLs in Early Head Start home-based services, adults speak English during 70 percent of home visits and Spanish during 77 percent of home visits, reflecting that teachers and home visitors

use both languages within many visits. Other languages are spoken by adults during 4 percent of visits (Table III.9).

Children's home language is used in most home visits and classrooms. In Early Head Start, the child's home language was used during 89 percent of home visits with 1-year-old DLLs in Spring 2009 (Table III.9). The child's home language was used in the Early Head Start classrooms of 85 percent of 1-year-old DLLs (Table III.9). In Head Start classrooms, the child's home language was used for at least some instruction in the classrooms of 60 percent of DLLs (Table III.10).

In Early Head Start classrooms in Spring 2009, 1-year-old DLLs were most likely to have a lead teacher who spoke a language other than English in the classroom (69 percent), and nearly half (47 percent) had an assistant teacher who spoke another language, 30 percent had a classroom aide who spoke another language, and 19 percent had a volunteer or other non-staff person who spoke another language in the classroom (Table III.9).

In Head Start, even if the child's home language is not used for instruction in the classroom, most DLLs are in programs where there is someone in their program available to speak to them in their home language. FACES data show that 85 percent of DLLs who entered Head Start in Fall 2006 were in programs in which staff members speaking the child's home language were available, as reported by parents (Table III.11).

English is the language most often used to read to children in the classroom. In Early Head Start centers, most (92 percent) of 1-year-old DLLs were in classrooms in which the language most often used to read to children was English (Table III.9).

Teachers and home visitors use a variety of strategies to communicate with the families of DLLs when they do not speak the same language. When they did not share a common language***,*** half (52 percent) of the families of 1-year-old DLLs in Early Head Start in 2009 had teachers or home visitors who spoke to them only in English. Two-thirds (67 percent) had teachers or home visitors who used an informal interpreter. Three-fourths of DLLs had teachers or home visitors who used physical cues or hand gestures to communicate with their families (Table III.9).

The available data provide a window into the language match between teachers, home visitors, and other adults in Head Start and Early Head Start programs and the children and families served. Most DLLs in Early Head Start, as in Head Start, are hearing their home languages spoken by adults in their classrooms. In Head Start, LOTEs are used by teaching staff for some portion of classroom instruction for a majority of DLLs. The vast majority of DLLs in Early Head Start are in classrooms in which the language most often used in reading to children is English; however, Spanish is most often used for reading in the classrooms of a small proportion of DLLs. However, the picture is incomplete. Unfortunately, these data are not detailed enough to portray the frequency, quality, or purposes for which different languages are used in classrooms. These aspects of language use are critical to consider, but here, again,

the state of research methodology to assess these and many other dimensions of the quality of early care and education settings is inadequate.

CHAPTER VI. DEVELOPMENTAL PROGRESS MADE BY DLLS IN EARLY HEAD START AND HEAD START

In this chapter, we address the fifth research question:

What developmental progress is made by children who are DLLs in Head Start/Early Head Start programs?

In the next section, we summarize the data sources and analytic methods used to address this question. For this question, we are especially limited by the state of research methodology. The following section describes the developmental progress of DLLs in Early Head Start and Head Start. These findings are put into context in the final section of this chapter through comparisons with the developmental progress of children from monolingual English homes in Early Head Start and Head Start. First, we begin by outlining the issues plaguing the field that limit capacity to provide a complete picture of the developmental progress of young DLLs.

The data addressing this question are limited, due to the overall state of the field to reliably or accurately describe the developmental progress of young children who are dual language learners. As discussed in Chapter I, the research field lacks consensus regarding a variety of methodological issues in the assessment of development among DLLs. For one, there is not definitive guidance about the most appropriate instruments or procedures for screening language abilities or routing young children based on language proficiency into assessments delivered in English or LOTEs. In addition, the norms established for the most common measures of child development have not been shown to be valid for children who are dual language learners. Most widely available measures of vocabulary, one of the most common indices of language development for young children, assess only English vocabulary skills, offering few or no options for observing language ability in languages other than English. Of particular significance for this question, it is unclear what the best approaches are for assessing comprehensive development over time, as children's proficiency in one or more languages and perhaps their dominant language changes.

Large-scale, national studies examining child development holistically are challenged to collect the most comparable data across groups of children with different language experiences. In this context, the information presented below regarding the developmental progress of DLLs in Early Head Start and Head Start reflects data collected utilizing the best methods available at the time the respective studies were designed.

A. METHODOLOGY

To answer this question, we compiled data from multiple sources. These include the 2009 Baby FACES staff reports about children's development and parent interviews, and the 2006 FACES parent interviews, teacher reports of children's development, and direct assessments of children.

Fair and accurate assessment of the language development of DLLs should reflect the characteristics of DLLs (including their stage of English acquisition and their home literacy environment) and capture overall language competence, with attention to both the first and second languages (Espinosa, 2008[xix]). In Baby FACES, information on language development of 1-year-old children was obtained from Early Head Start home visitors and teachers using the Short Form: Level I (for infants) of the MacArthur-Bates Communicative Development Inventories (CDI) (Fenson et al., 2000[xx]). Children identified as understanding Spanish and whose teachers or home visitors also spoke Spanish were also rated using the direct Spanish translation of the English infant form.

Information on Early Head Start children's social-emotional development was obtained from both parents and Early Head Start teachers and home visitors using the Brief Infant Toddler Social Emotional Assessment (BITSEA; Briggs-Gowan & Carter, 2006[xxi]). The BITSEA measures children's emerging social-emotional competence and problems, with forms for staff and parents. Scores at or above the 75th percentile in the national standardization sample for problems or scores at or below the 15th percentile for competence indicate developmental problems, and children who score in the problem range for competence or problems are considered to have screened positive for developmental problems. As described in Chapter 1, available data only permit us to report how children in Early Head Start were doing at 1 year of age and rely on reports, with no direct assessments of children's development at this age.

In Head Start a direct child assessment battery was administered to assess children's vocabulary, early literacy and early math skills, social-emotional development, and height and weight. In addition, parents provided ratings of their children's early literacy, social-emotional development, and health. The direct assessment began with a language screener to determine whether children should receive the assessment battery in English or Spanish or receive only the test of vocabulary and be weighed and measured. The screener included the Art Show and Simon Says subtests of the Preschool Language Assessment Survey (PreLAS 2000; Duncan & DeAvila, 1998[xxii]). To assess their English receptive vocabulary, assessors administered the Peabody Picture Vocabulary Test (PPVT-4) to all children regardless of their home language or performance on the language screener (Dunn et al., 2006[xxiii]).

In other words, DLLs, or the Head Start children whose parents reported that a language other than English was *primarily* spoken to them at home, (27 percent of all 3- and 4-year olds in FACES sample) received both the PreLAS as a language screener and the PPVT-4 as an assessment of their English skills in the fall of 2006. Any child whose primary language at home was not English, but who passed the screener by demonstrating a minimum level of English comprehension, received the cognitive assessment battery entirely in English. If a child did not pass the screener (i.e., child made five consecutive errors on both the Simon Says and Art Show subtests) and primarily spoke Spanish at home, he or she was administered the PPVT-4 and then routed to the Spanish-language cognitive assessment battery. If a child did not pass the screener and did not primarily speak English or Spanish, he or she was administered only the PPVT-4, and was weighed and measured. Among children from monolingual English homes (i.e., children whose parents reported no LOTEs spoken in the home or who reported that they spoke primarily in English to the child), approximately 1 percent did not pass the English language screener and were administered the cognitive assessment battery in Spanish. At

Head Start entry, less than half of children whose primary language at home was not English passed the English language screener (12 percent of entire sample). In subsequent waves (spring of 2007 and 2008), the language screener was used to route only children who had not passed the language screener in the previous round. All other children were administered the Simon Says task and then automatically routed into the English version of the assessments.

For Head Start children who passed the screener for minimum ability in English, emergent and early literacy skills were assessed in English using the Letter-Word and Spelling subtests of the Woodcock-Johnson (WJ-III) Tests of Achievement (Woodcock et al., 2001), as well as the Story and Print Concepts task developed for FACES (modified from the Story and Print Concepts tasks in Mason and Stewart (1989)[xxiv]). Early math skills were assessed in English using the Applied Problems subtest of the WJ-III Tests of Achievement and the Early Childhood Longitudinal Study (ECLS) math and number/shape proficiency tasks.

For Head Start children who were routed into the Spanish cognitive assessment battery, assessors used Spanish versions of the tests to assess children's literacy and math skills. Children who spoke Spanish were assessed using the Letter-Word and Spelling subtests of the Batería III Woodcock-Muñoz (WM-III) Tests of Achievement (Woodcock, Muñoz-Sandoval, McGrew, Mather, and Schrank, 2004[xxv]), as well as the Spanish translation of the Story Print Concepts task developed for FACES. Early math skills were assessed using the Applied Problems subtest of the WM-III Tests of Achievement and Spanish translation of the Early Childhood Longitudinal Study (ECLS) math and number/shape proficiency tasks. In addition, assessors administered the Test de Vocabulario Imágenes de Peabody (TVIP; Dunn et al., 1986[xxvi]) to Spanish speaking Head Start children to assess their receptive vocabulary in Spanish. Thus, the data offer a picture of Spanish-speaking children's vocabulary in two languages. FACES 2006 did not use conceptually scored measures of children's language development, so no picture of children's overall vocabulary development independent of language can be derived from the current data.

All children were then assessed in the spring preceding their Head Start exit (i.e., 2007 for children who entered as 4-year olds and 2008 for children who entered as 3-year olds). It is important to note that about half of Spanish-speaking DLLs in Head Start were assessed in English in Fall 2006, but by the end of Head Start (approximately 6-8 months later for 4-year olds, 16-18 months later for 3-year olds), nearly all DLLs were assessed in English because they passed the English language screener (approximately 11 percent of DLLs completed the cognitive assessment battery in Spanish). That means that the samples for describing language development in English and Spanish are very different at the beginning and end of Head Start. In addition, this reflects progress in English language development among Spanish-speaking DLLs in Head Start.

Based on children's behavior during the assessment, assessors rated all children's attention, organization, and impulse control, activity level, and sociability using the Leiter International Performance Scale Revised (Leiter-R) Examiner Rating Scales (Roid and Miller, 1997[xxvii]).

Other measures of development were obtained from teachers and parents. Teachers of children who entered Head Start in Fall 2006 rated children's literacy and social skills, as well as

their attitudes toward learning, competence and motivation, and their attention and persistence using the Preschool Learning Behavior Scale (PLBS; McDermott et al., 2000[xxviii]). Parents rated their children's literacy, social skills, and attitudes toward learning.

Descriptive analyses of each data source were conducted. The analyses used analytic weights provided with the survey datasets to take into account the sampling design and data collection nonresponse. All estimates pertaining to Head Start children obtained using FACES 2006 data are weighted to represent the population of children entering Head Start for the first time in fall of 2006. In other words, estimates using baseline data are weighted to represent all children nationwide who enrolled in Head Start in the fall of 2006. Estimates using subsequent waves of data are weighted to represent all children nationwide who remained enrolled and completed Head Start. In other words, for data from spring 2007, children entering Head Start in 2006 who are still enrolled after one year; for data from spring of 2008, children entering in 2006 who are still enrolled after two years. Estimates using Baby FACES data are weighted to represent the population of 1-year-old children enrolled in Early Head Start in spring of 2009.

The FACES and Baby FACES data do not include children and families in MSHS programs or children and families in American Indian/Alaska Native (AI/AN) programs.

As discussed in Chapter I, all of the data reported focus on children for whom a language other than English is the primary language spoken to them at home (DLLs), unless noted otherwise.

B. DEVELOPMENTAL PROGRESS OF DLLS IN EARLY HEAD START

Baby FACES data for 1-year-old children in the spring of 2009 provide a single snapshot of the developmental status of Early Head Start children, summarized below.

1-year-old DLLs in Early Head Start are just beginning to develop their vocabulary. According to Early Head Start teachers' and home visitors' assessments using the CDI, 1-year-old DLLs in Spring 2009 understood 22 English words and spoke 1 English word, on average (Table VI.1). The 1-year-old DLLs who were identified as understanding Spanish and whose Early Head Start teacher or home visitor also spoke Spanish understood 36 Spanish words and spoke 2 Spanish words, on average.

DLLs have a larger vocabulary when both English and Spanish words are considered. When the CDI assessments in English and Spanish are combined to assess the number of words that the child understands or says in English or Spanish, the Baby FACES data show that DLLs understood 41 words in English or Spanish and spoke 3 words in English or Spanish, on average (Table VI.1).

Many DLLs in Early Head Start may have delays in social-emotional development. According to staff (teachers and home visitors), 10 percent of 1-year-old DLLs in Early Head Start in Spring 2009 had high levels of problem behaviors indicating a delay in social-emotional development (Table VI.2). According to parents, more than three times as many DLLs (34 percent) had high levels of problem behaviors indicating a delay in social-emotional competence.

Parent and staff ratings of social-emotional competence are more similar. According to teachers and home visitors, 20 percent of DLLs had low social-emotional competence indicating a delay in social-emotional development (Table VI.2). According to parents, 15 percent had low social emotional competence.

When the two domains are combined, the data show that according to parents, 43 percent of DLLs screened positive (had high problem behaviors or low social-emotional competence), indicating a delay in social-emotional development. According to teachers and home visitors, however, 25 percent of 1-year-old DLLs in Early Head Start screened positive (Table VI.2).

C. DEVELOPMENTAL PROGRESS OF DLLS IN HEAD START

FACES data provide three snapshots of DLLs: one of all DLLs entering Head Start in Fall 2006, another of the DLLs who were still enrolled in the spring of their Head Start exit year, and, finally, another of DLLs who were still enrolled in the spring and have valid, comparable data at Head Start entry and exit. In the snapshot of children at Head Start entry, we can describe developmental status in several areas, but aspects requiring direct child assessments (e.g., letter word identification, vocabulary, math skills) are limited to children who could achieve basal scores on English or Spanish assessments (after routing based on the language screener). Descriptions of children who remained enrolled (spring 2007 for the children who enrolled as 4-year-olds and Spring 2008 for those who enrolled as 3-year-olds) reflect developmental status at Head Start exit of children who achieved basal scores on direct assessments in the spring. Most of the children who stayed until the spring and had not achieved basal at Head Start entry did achieve basal scores by Head Start exit. The final snapshot portrays growth across developmental domains from Head Start entry to exit among the subset of children who completed the entire assessment battery in the same language at both time points. However, we can describe growth in children's accomplishments, social skills, and problem behaviors, based on parent and teacher reports, regardless of home language, routing, or basal scores on direct assessments. Key findings describing the progress of DLLs in Head Start are summarized below.

DLLs increase their receptive English vocabulary during Head Start, but they begin and end their Head Start year(s) with receptive English vocabulary well below national norms. The PPVT-4 scores of DLLs who entered Head Start in fall 2006 averaged 72 (nearly two standard deviations below the norm) (Table VI.3). The average PPVT-4 score of DLLs remaining in Head Start in the spring of their exit year was about the same relative to their same-age peers (Table VI.4). Among children with comparable data at entry and exit, however, PPVT-4 scores increased from 72 to 80 (Table VI.5). PPVT-4 Growth Score Values, which are absolute scores that are comparable over time, show that average receptive English vocabulary among DLLs was 85 among new Head Start entrants and 103 among all DLLs who remained in Head Start in spring of their exit year (Tables VI.3, VI.4). Among children with comparable data at entry and exit, scores increased from 86 to 107 (Table VI.5).

DLLs begin and end Head Start with receptive Spanish vocabulary below national norms. DLLs who were assessed in Spanish using the TVIP in fall of 2006 received an average score of

85, about one standard deviation below the norm (Table VI.3). The average score on the TVIP among DLLs who were assessed in Spanish in spring of their Head Start exit year was approximately the same (82), indicating that DLL's receptive Spanish vocabulary did not change relative to children their age (Table VI.4). Among children with valid scores at Head Start entry and exit (i.e., all Spanish speakers who achieved basal score, regardless of which language they were routed to for the cognitive assessment battery), TVIP scores decreased slightly from 86 to 83 (Table VI.5).

By the end of Head Start, DLLs assessed in English demonstrate English letter-word knowledge and spelling skills near the norm for their age. Those assessed in Spanish demonstrate Spanish letter-word knowledge and spelling skills that are about one standard deviation below the (monolingual Spanish-speaking) norm. DLLs who entered Head Start in Fall 2006 and were assessed in English using the WJ-III Tests of Achievement received an average score on the Letter-Word Identification subtest of 93 and an average score on the Spelling subtest of 94, approximately half of a standard deviation below the norm (among monolingual Spanish-speaking children their age) (Table VI.3). The average scores on the WJ-III Letter-Word Identification subtest and Spelling subtest among DLLs who were assessed in English at the end of Head Start were 98 and 99, indicating that DLL's letter-word knowledge and spelling skills improved relative to children their age (Table VI.4). Among DLLs with comparable data at entry and exit, the WJ-III Letter-Word Identification and Spelling subtest scores increased from 93 or 94 to 100, reflecting the norm for their age (Table VI.5).

DLLs entering Head Start in fall 2006 who were assessed in Spanish using the WM-III Tests of Achievement received average scores on the Letter-Word Identification and Spelling subtests of 79 and 88, just below and above one standard deviation below the norm (Table VI.3). Among DLLs who were assessed in Spanish at the end of Head Start, the average score on the Spanish WM-III Letter-Word Identification subtest increased (83), indicating that DLL's Spanish letter-word knowledge improved relative to monolingual Spanish-speaking children their age, to about one standard deviation below the norm (Table VI.4). However, the average score on the WM-III Spelling subtest was somewhat lower (85), indicating that DLL's Spanish spelling skills declined slightly relative to children their age (Table VI.4). Among DLLs who completed the Spanish assessments at entry and exit, the WM-III Letter-Word Identification subtest scores increased from 74 to 85, and Spelling subtest scores decreased from 89 to 85, reflecting progress in letter-word knowledge and a slight decline in spelling relative to same-age peers (Table VI.5).

By the end of Head Start, DLLs assessed in English demonstrate math skills near the norm for their age. Those assessed in Spanish demonstrate math skills a half standard deviation below the norm. DLLs who entered Head Start in Fall 2006 and were assessed in English scored about one standard deviation below the mean of the norming population on the WJ-III Applied Problems subtest (Table VI.3). DLLs assessed in English at the end of Head Start received an average score of 85, indicating that DLLs kept up with their monolingual English-speaking same age peers but did not improve beyond that (Table VI.4). Among DLLs with valid English test scores at both time points, the average WJ-III Applied Problems subtest score remained about the same (86 in Fall 2006 and 88 in spring of the Head Start exit year; Table VI.5).

DLLs who were assessed in Spanish in fall 2006 received an average score on the WM-III Applied Problems subtest of 82, slightly more than one standard deviation below the mean in the norming population (Table VI.3). At the end of Head Start, DLLs' average score on the WM-III Applied Problems subtest was 75, about one-and-a-half standard deviations below the norm, indicating that DLLs who entered Head Start in Fall 2006 and were assessed in Spanish in the spring of their exit year did not keep up with their same age peers in the norming sample (Table VI.4). Among the small number of DLLs with valid Spanish test scores at both time points, the average WM-III Applied Problems subtest score increased from 75 to 81 (Table VI.5).

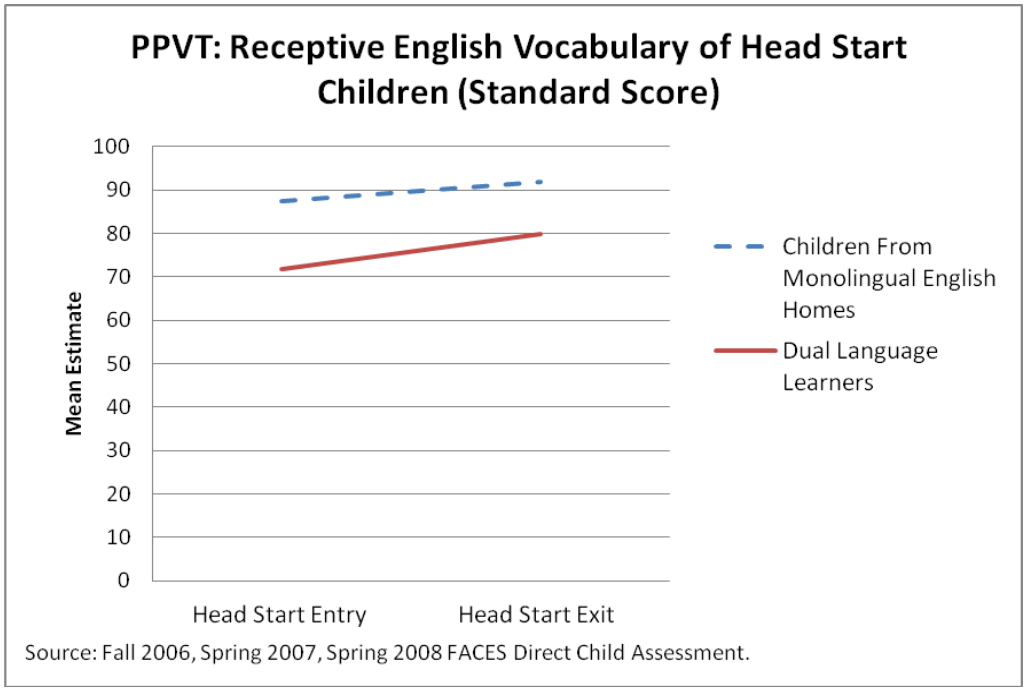
ECLS-B Math IRT scores and Number/Shape Proficiency Probability scores show that DLLs' math skills improved by the end of their Head Start exit year. The average ECLS-B Math IRT score[16] increased from 7.2 (out of 44) in fall 2006 to 11.1 in the spring of 2007 or 2008 (Tables VI.3 and VI.4). Among DLLs with valid scores at both time points, the average score increased from 7.3 to 11.9 (Table VI.5). The average ECLS-B Number/Shape Proficiency probability score increased from 0.23 in fall 2006 to 0.60 in the spring of 2007 or 2008, meaning that 23 percent of DLLs demonstrated mastery of number and shape recognition at Head Start entry, while 60 percent of DLLs were able to do so by Head Start exit (Tables VI.3 and VI.4). Among DLLs with valid scores at both time points, the average score increased, such that 24 percent had mastered number and shape recognition at entry and 67 percent did so by Head Start exit (Table VI.5).

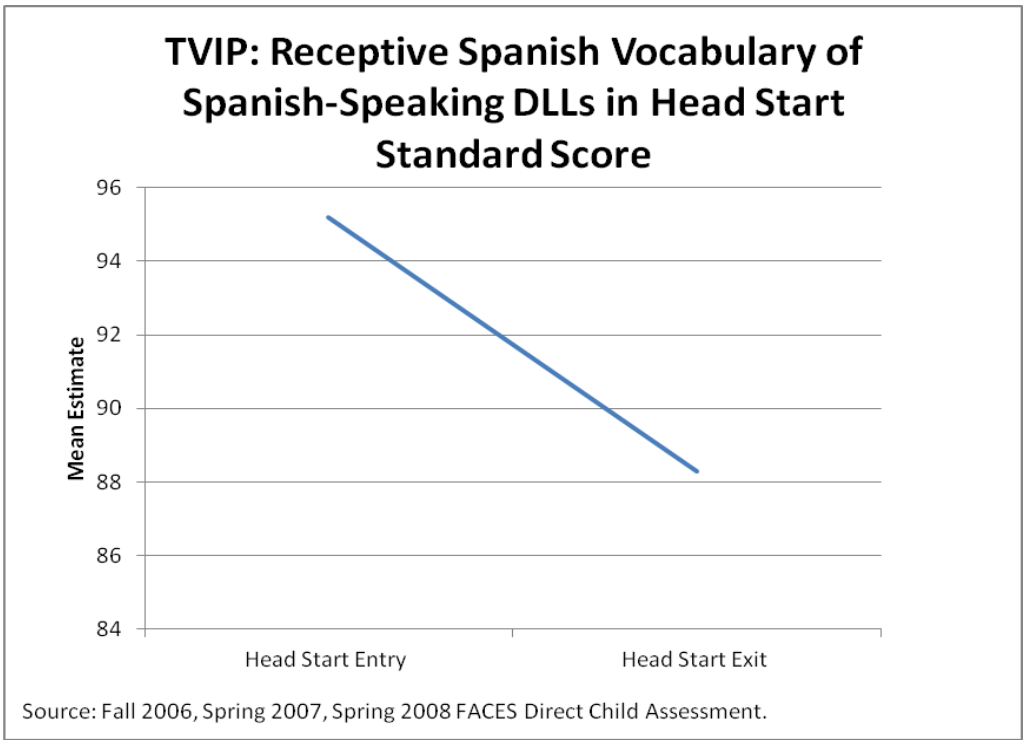
DLLs' pre-reading skills increase during Head Start. The average Story and Print Concepts IRT score among DLLs entering Head Start in Fall 2006 was 3.3 (out of 9 possible) (Table VI.3).[17] Among DLLs remaining in their program, the average score at Head Start exit was 5.5 (Table VI.4). Among DLLs with valid scores at entry and exit, the Story and Print Concepts IRT score increased from 3.8 to 6.0 (Table VI.5).

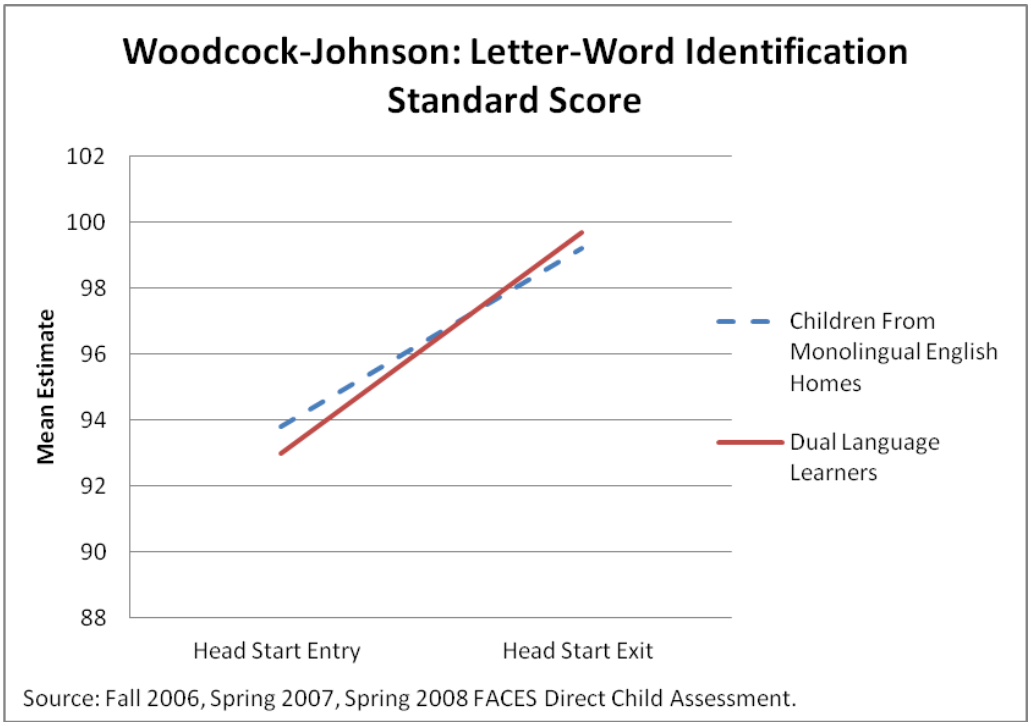
DLLs' literacy skills increase during Head Start. According to parents, when they entered Head Start in fall of 2006, DLLs had mastered an average of 2 out of 5 skills specified (recognizing letters, counting, writing or pretending to write, writing their own name, and identifying colors by name) (Table VI.6). By the end of Head Start, they had mastered 4 out of these 5 skills (Table VI.7). According to teachers, when they entered Head Start in fall 2006, DLLs had mastered 2.7 out of 7 literacy skills (Table VI.6). At the end of Head Start, DLL had mastered 5.5 of those skills (Table VI.7).

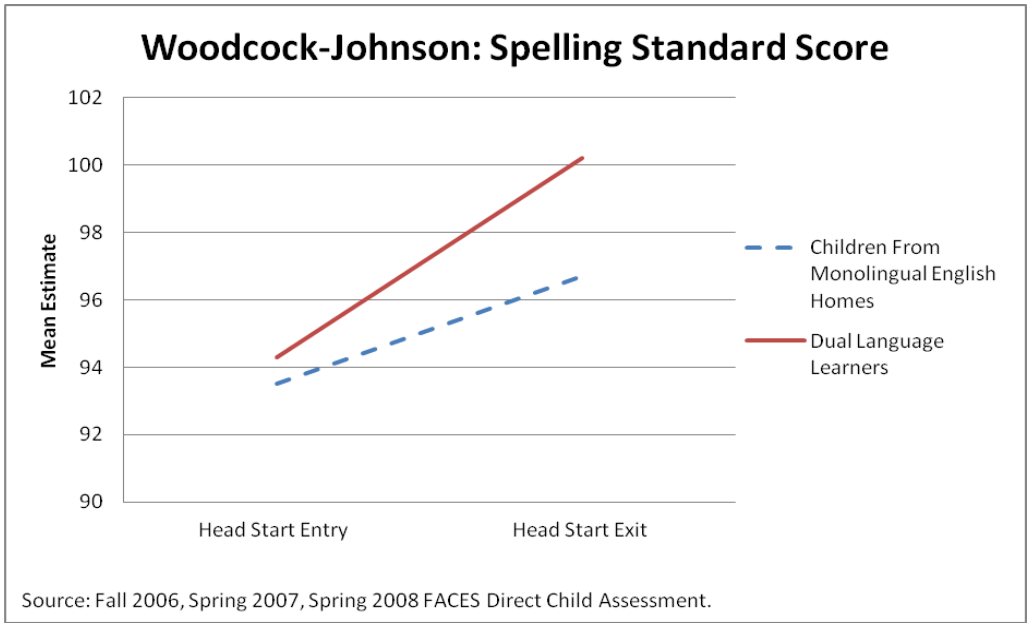
[16] The ECLS-B math IRT scores represent estimates of the number of items children would have answered correctly if they had taken all 44 items of the ECLS-B preschool national scorable questions.

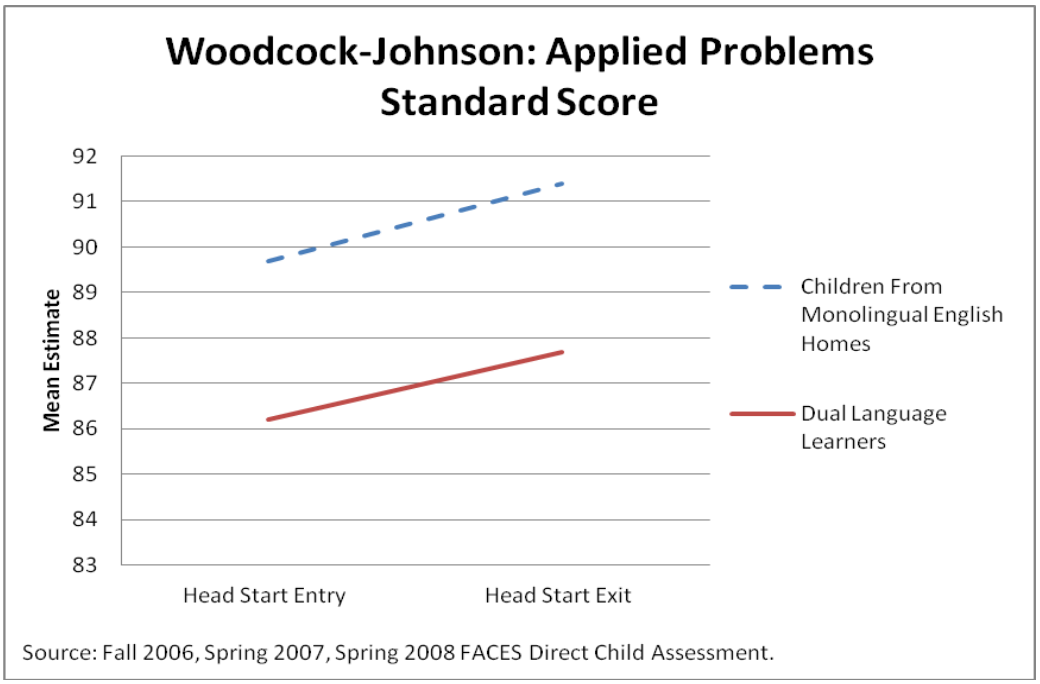
[17] The Story and Print IRT scores represent estimates of the number of items children would have answered correctly if they had taken all 9 items of the Story and Print Concepts measure.


PPVT: Receptive English Vocabulary of Head Start Children (Standard Score)
Mean Estimate
100
90
80
70
60
50
40
30
20
10
0
Head Start Entry
Head Start Exit
Children From Monolingual English Homes
Dual Language Learners
Source: Fall 2006, Spring 2007, Spring 2008 FACES Direct Child Assessment.


TVIP: Receptive Spanish Vocabulary of Spanish-Speaking DLLs in Head Start Standard Score
Mean Estimate
96
94
92
90
88
86
84
Head Start Entry
Head Start Exit
Source: Fall 2006, Spring 2007, Spring 2008 FACES Direct Child Assessment.


Woodcock-Johnson: Letter-Word Identification Standard Score
Mean Estimate
102
100
98
96
94
92
90
88
Head Start Entry
Head Start Exit
Children From Monolingual English Homes
Dual Language Learners
Source: Fall 2006, Spring 2007, Spring 2008 FACES Direct Child Assessment.

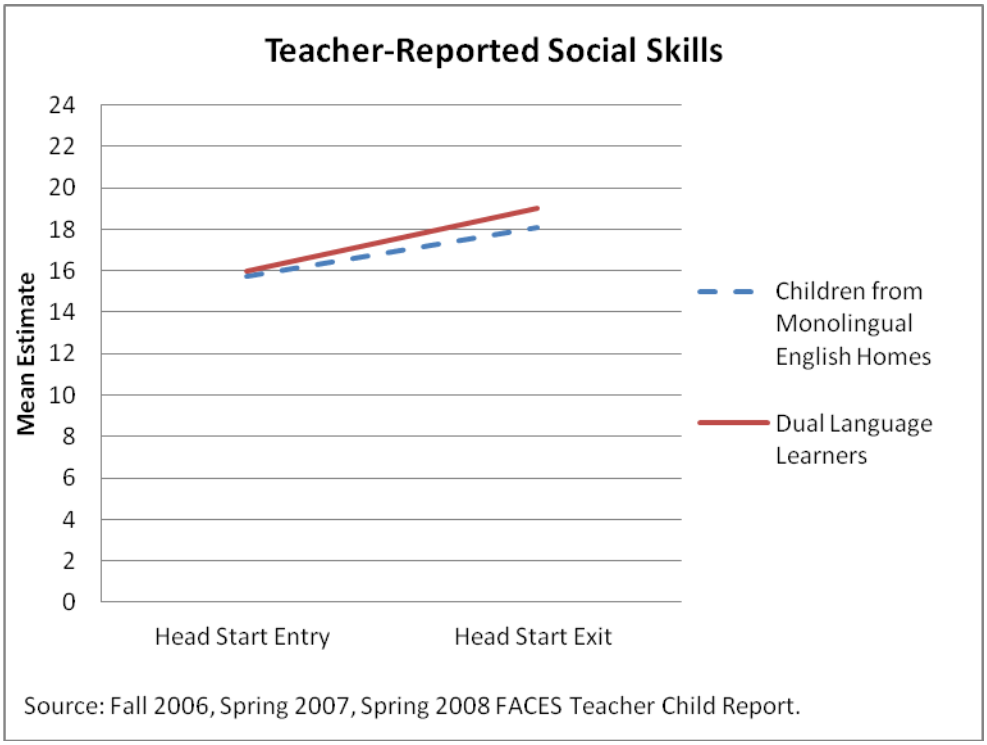

Woodcock-Johnson: Spelling Standard Score
Mean Estimate
102
100
98
96
94
92
90
Head Start Entry
Head Start Exit
Children From Monolingual English Homes
Dual Language Learners
Source: Fall 2006, Spring 2007, Spring 2008 FACES Direct Child Assessment.

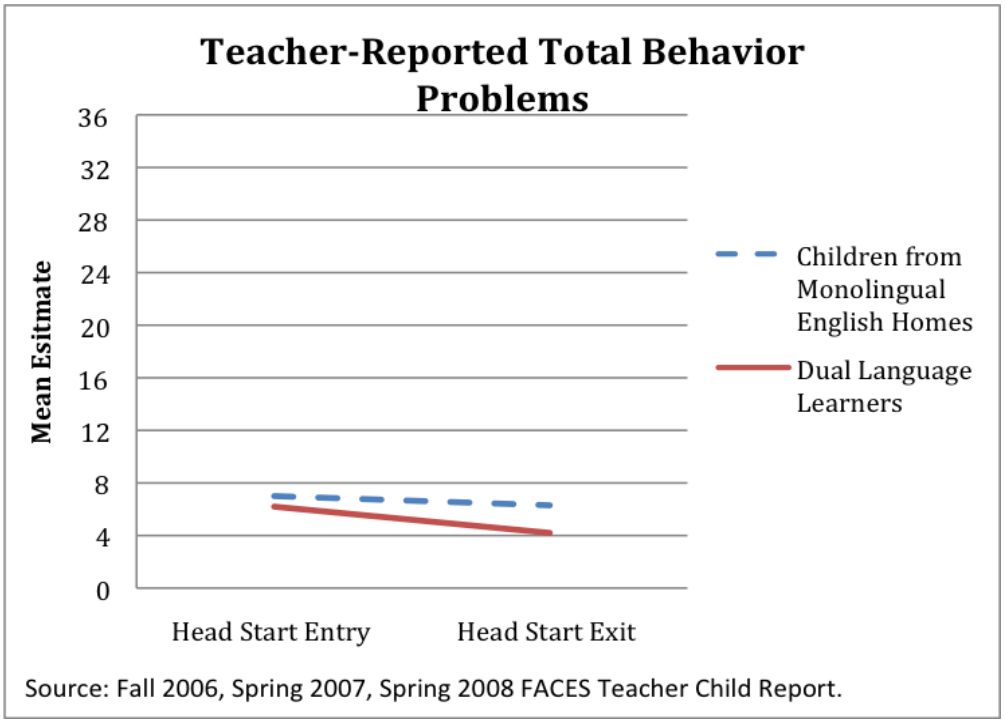


DLLs' approaches to learning are comparable to their peers in Head Start. According to teachers, DLLs' attitudes toward learning, competence and motivation, and attention and persistence were similar to those of other children entering Head Start in Fall 2006 and at the end of Head Start, with average T-scores on the Preschool Learning Behavior Scale (PLBS) of approximately 51 in Fall 2006 and 54 in spring of their exit year (Tables VI.8 and VI.9). Similarly, parents' ratings of DLL's approaches to learning were stable over time (11.8-12.6 out of a possible 16; Tables VI.8 and VI.9).

Teacher reports suggest that DLLs' behavior problems may decline during Head Start; however, parent reports remain the same. Total numbers of behavior problems reported by parents and teachers of DLLs were similar, on average, in fall of 2006 (6.6 reported by parents [out of 24 possible] and 6.5 reported by teachers [out of 36 possible]) (Table VI.8). At the end of Head Start, the average number of behavior problems reported by parents remained similar (6.1), while teachers reported fewer problems, on average (4.1) declined to 6.1 reported by parents and 4.1 reported by teachers (Table VI.9). Among DLLs with data at both time points, parent reports were similar at both time points (6.5 and 6.2), but teacher reports indicated fewer behavior problems, on average, at the end of Head Start (4.2 vs. 6.2) (Table VI.10).

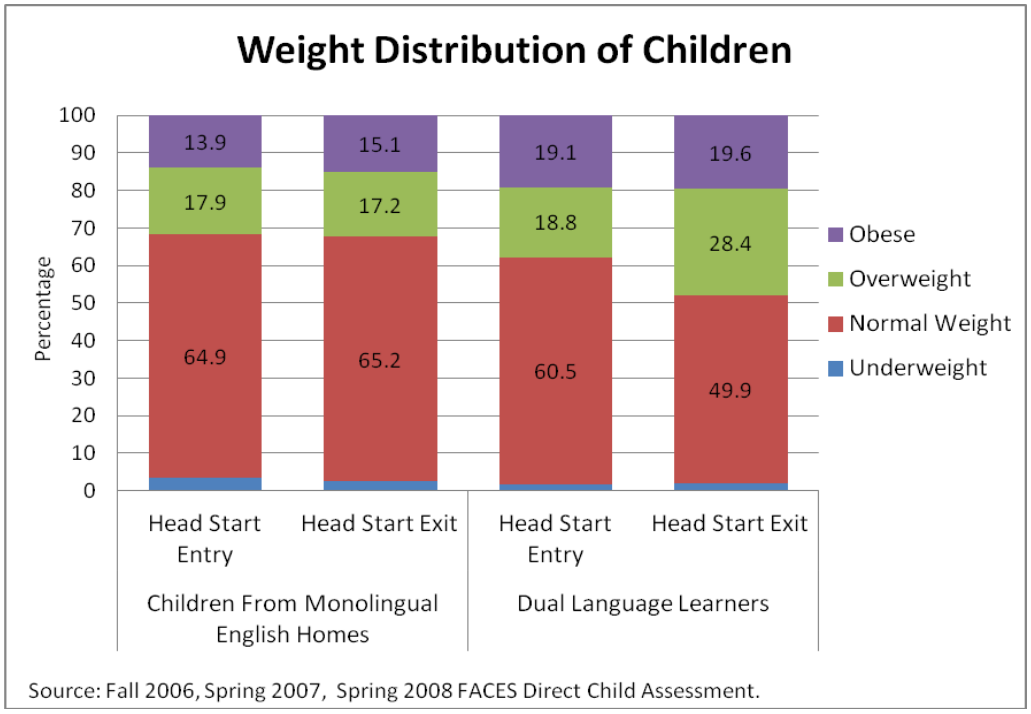
DLLs' cognitive-social skills remain more than half a standard deviation below the norm at the end of Head Start. According to the Leiter-R Examiner Rating Scales of children's cognitive-social development (attention, organization, and impulse control, activity level, and sociability) completed by assessors, DLLs received an average score of approximately 88 in the fall of 2006 and 91 when they completed Head Start (Tables VI.8 and VI.9), suggesting that DLLs remained behind their peers in these areas. Similarly, among DLLs with valid data at both time points, average scores increased slightly from 89 to 91, remaining more than half a standard deviation below the norm (Table VI.10).





Weight problems increase dramatically among DLLs during Head Start. Based on the Body Mass Index (BMI) calculated from their height and weight, more than one-third of DLLs are overweight or obese at Head Start entry, and by the spring of their Head Start exit year, nearly half are overweight or obese. BMI values were at or above the 85th percentile for age and gender (indicating overweight or obesity) for 38 percent of DLLs at the time of Head Start entry in fall 2006 and 48 percent of DLLs when they completed Head Start (Tables VI.11 and

VI.12). Similarly, among DLLs with valid data at both time points, the percentage overweight or obese increased from 37 percent in fall 2006 to 47 percent at the end of Head Start (Table VI.13).



Despite increased weight problems, most parents of DLLs report that their child is in excellent health. At the beginning of Head Start, 65 percent of parents of DLLs rated their child's health as excellent, while 9 percent rated their child's health as fair or poor (Table VI.14). By the spring of their exit year, 70 percent of parents of DLLs rated their child's health as excellent, and 7 percent rated their child's health as fair (Table VI.15). Among DLLs with valid data at entry and exit, the percentage of DLLs reported by their parents to be in excellent health was stable (67 to 69 percent; Table VI.16).

DLLs often come from homes in which the literacy environment is not rich. At the beginning of Head Start, DLLs lived in homes with an average of 19 children's books, and one-third of DLLs had a family member who read to them daily (Table VI.17). By the end of Head Start, DLLs lived in homes with an average of 25 children's books, and 35 percent of DLLs had a family member who read to them daily (Table VI.18). At the end of Head Start, 22 percent of their parents reported that they read themselves every day, down from 27 percent at the beginning of Head Start (Tables VI.19 and VI.20). At the end of Head Start, parents of DLLs reported doing 9.4 out of 11 learning activities with their child, on average, up from an average of 8.7 at the beginning of Head Start (Tables VI.21 and VI.22).

D. DEVELOPMENTAL PROGRESS OF DLLS COMPARED WITH CHILDREN FROM MONOLINGUAL ENGLISH HOMES

Putting the development of DLLs into the context of their peers from monolingual English homes makes it possible to gauge the status of DLLs in Early Head Start and the progress of DLLs in Head Start, and determine the extent to which DLLs exhibit special needs and strengths. The status of DLLs in Early Head Start and the experiences of DLLs in Head Start compared with children from monolingual English homes are described in detail below.

These data show that when Head Start receives children, DLLs lag behind children from monolingual English homes in some developmental areas, and all children lag behind their peers in the population in many areas. Neither DLLs nor children from monolingual English homes lose ground during Head Start, on average, relative to their age peers in the norming population, but neither do they usually catch up if they start Head Start behind. DLLs enter Head Start with a disadvantage in some developmental areas (pre-academic achievement), relative to children from monolingual English homes, and typically, their gains are similar, so they end their Head Start exit year(s) with a similar relative disadvantage, on average. In some areas, such as English language development (specifically vocabulary and letter word identification) and learning behaviors (specifically attitude toward learning and attention/persistence), their gains are greater during their Head Start year, relative to their monolingual English peers; however, they remain below their age peers in the norming population and their monolingual English peers in Head Start. In other developmental areas (social-emotional development), the FACES data show no differences between DLLs and children from monolingual English homes in their status at Head Start entry or in their developmental progress during Head Start. One exception to these patterns is children's physical health and development—DLLs are more likely than children from monolingual English homes to be overweight or obese, and weight problems increase during Head Start.

1. Relative Progress of DLLs in Early Head Start

1-year-old DLLs understand and use fewer English words than children from monolingual English homes. DLLs understood 22 English words and used 1 English word, on average, while children from monolingual English homes understood 33 English words and produced 4 words, on average (Table VI.1).

When vocabulary in English and Spanish is considered, DLLs comprehend more words than children from monolingual English homes. According to their Early Head Start teachers/home visitors, 1-year-old DLLs in Early Head Start in spring 2009 understood 41 words in English or Spanish, while children from monolingual English homes understood 33 words in English (Table VI.1). DLLs understood as many words in Spanish as children from monolingual English homes understood in English (36 and 33 words, respectively).

Similar proportions of DLLs and children from monolingual English homes may have a delay in social-emotional development. Teachers/home visitors of DLLs and teachers/home visitors of children from monolingual English homes both rated 25 percent of the children as

having high problem behaviors or low social-emotional competence (Table VI.2). Parents of DLLs and parents of children from monolingual English homes provided less consistent ratings. Parents of DLLs were more likely than parents of children from monolingual English homes to give ratings indicating their child had a delay in social-emotional development (43 percent compared with 29 percent; Table VI.2).

2. Relative Progress of DLLs in Head Start

DLLs and children from monolingual English homes gain receptive English vocabulary during Head Start, but they enter and leave Head Start with receptive English vocabulary below national norms regardless of home language. PPVT-4 growth scores show that DLLs and children from monolingual English homes increased their receptive English vocabulary by similar amounts between fall of 2006 and the spring of their Head Start exit year. Yet, when they entered Head Start, the PPVT-4 scores of children from monolingual English homes averaged nearly one standard deviation below the norm (88), and the scores of DLLs averaged 72 (nearly two standard deviations below the norm) (Table VI.3). Average PPVT-4 scores of both DLLs and children from monolingual English homes increased slightly by spring of children's Head Start exit year (92 for children from monolingual English homes and 77 for DLLs), indicating that the children made slight gains relative to their age peers in English vocabulary development (Table VI.4). Among children with valid data at both time points, however, it appears that DLLs made greater gains during the Head Start year, relative to their peers from monolingual English homes (DLLs increase from 71.8 to 79.8; monolingual English increase from 87.4 to 91.9) (Table VI.5).

DLLs with adequate English language skills resemble their peers from monolingual English homes in their English letter-word knowledge and spelling skills, and they experience similar gains over time. DLLs with adequate English language skills to pass the English language screener started Head Start approximately one-half of a deviation behind their age peers in the norming population, and by the spring of their Head Start exit year, had letter-word knowledge similar to their age peers (Tables VI.3 and VI.4).

DLLs, regardless of language, improved their math skills, beginning and ending Head Start similarly behind their age peers as children from monolingual English homes. According to the WJ-III Applied Problems subtest, neither DLLs nor children from monolingual English homes gained relative to their age peers in the norming population. However, similarly substantial gains were made in the ECLS-B Math IRT and Number/Shape Proficiency probability scores among both DLLs and children from monolingual English homes (Tables VI.3 and VI.4).

According to teachers and parents, DLLs and children from monolingual English homes have similar literacy skills at the beginning and end of Head Start. Teachers reported, on average, that DLLs and children from monolingual English homes entering Head Start in fall 2006 had mastered 2.6 to 2.7 out of 7 literacy skills, and both groups ended their Head Start year(s) with 5.5 literacy skills (Tables VI.6 and VI.7). Parents reported, on average, that DLLs and children from monolingual English homes entering Head Start in fall 2006 had mastered

about 2 out of 5 literacy skills, and both groups ended their Head Start year(s) with about 4 out of the 5 literacy skills (Tables VI.6 and VI.7). A similar pattern is evident in the Story and Print Concepts Scale IRT scores, which describe children's pre-reading skills (average scores increased from 3.3 to 5.5 [out of 9 possible] among DLLs and 3.6 to 6.1 among children from monolingual English homes between Fall 2006 and the spring of the Head Start exit year) (Tables VI.3 and VI.4).

The approaches to learning of DLLs and children from monolingual English homes are the same, on average. Average PLBS scores reported by teachers at the beginning and end of the Head Start year(s) are very near the mean of the Head Start population in both groups and over time (Tables VI.8 and VI.9). Similarly, parent ratings of their child's approaches to learning are similar, on average, across groups and over time, ranging from 11.8 to 12.6 out of 16 possible (Tables VI.8 and VI.9).

Compared with children from monolingual English homes, DLLs come from less literacy-rich home environments. When they entered Head Start in Fall 2006, DLLs came from homes with 19 children's books on average, less than half as many books as in the homes of children from monolingual English homes (47 children's books, on average) (Table VI.17). Moreover, 33 percent of DLLs were read to daily by a family member, compared with 40 percent of children from monolingual English homes (Table VI.17). During the Head Start year(s), the average number of books increased in all homes but remained much higher in monolingual English homes (54 compared with 25 books; Table VI.18). The percentage of children from homes in which a family member read to them daily was similar among DLLs and children from monolingual English homes in the spring of the Head Start exit year (35 percent to 37 percent; Table VI.18). Some activities with family members that might contribute to literacy and numeracy skills were less prevalent in the homes of DLLs than monolingual English homes in the spring of the Head Start exit year(s), including working with the child on arts and crafts (59 percent vs. 72 percent, respectively), involving the child in household chores (86 percent vs. 97 percent), and talking about TV programs or videos (74 percent vs. 83 percent) (Table VI.22).

According to teachers, DLLs exhibit fewer behavior problems than children from monolingual English homes, on average, both when they enter Head Start and at the end of their Head Start exit year(s). ***However, according to parents, DLLs exhibit more behavior problems.*** On average, teachers report fewer behavior problems among DLLs than among children from monolingual English homes, especially at Head Start exit (6.5 for DLLs vs. 7.2 at the beginning of Head Start and 4.1 vs. 6.3 in the spring). In contrast, parents of DLLs, on average, perceive greater problem behaviors in their children than parents from monolingual English homes at both time points (6.6 vs. 5.5 out of 24 possible at the beginning of Head Start and 6.1 vs. 5.1 in the spring) (Tables VI.8 and VI.9).

The cognitive-social skills of DLLs and children from monolingual English homes are similar between groups and over time. Assessor ratings of children's cognitive-social development (attention, organization, and impulse control, activity level, and sociability) using the Leiter-R show that both DLLs and children from monolingual English homes demonstrated

cognitive-social skills that lagged behind their age peers in the norming population by between one-half and one standard deviation both when they entered Head Start and in the spring of the Head Start exit year(s) (Tables VI.8 and VI.9).

The extent of weight problems increases among DLLs but not children from monolingual English homes during Head Start. Approximately one-third of children from monolingual English homes who entered Head Start in Fall 2006 were overweight or obese, based on their Body Mass Index (BMI), and a similar proportion of those who completed Head Start were overweight or obese. In contrast, 38 percent of DLLs entered Head Start with a BMI that put them in the overweight or obese category, and nearly half of those who completed Head Start were in that category (Tables VI.11 and VI.12).

Although among DLLs who were stayers, more DLLs were overweight at the end of Head Start than at the beginning (18.9 percent at entry vs. 27.1 percent at exit), a similar percentage was obese (20-21 percent) at the beginning and end of Head Start. The percentage who were overweight or obese among children from monolingual English homes was also constant over time (17.9 percent to 17.2 percent overweight; 14 percent to 15 percent obese) (Table VI.13).

Parents of DLLs rate their children's overall health less positively than parents from monolingual English homes. Parents of DLLs who entered Head Start in Fall 2006 were less likely than parents from monolingual English homes to rate their child's health as excellent or very good in Fall 2006 (65 percent compared with 81 percent) and in the spring of their child's Head Start exit year (70 percent compared with 82 percent) (Table VI.14 and VI.15).

CHAPTER VII. DISCUSSION

The analyses conducted to answer the questions posed by Congress in the Head Start Act together provide an important picture of DLLs, the services they receive in Early Head Start and Head Start, and their developmental progress during their enrollment. This picture is not perfect, and it is important to remain aware of the limitations of the data. These limitations point to directions for future research to refine the picture.

A. WHAT THE DATA TELL US ABOUT DLLS IN EARLY HEAD START AND HEAD START

DLLs have different strengths and needs than children from monolingual English homes, and some available data on services reflect these differences. Most DLLs have parents who were born outside the U.S. (mostly in Mexico), the majority of whom have been in the U.S. for less than 10 years and do not understand English well or at all. In Early Head Start, DLLs were more likely than children from monolingual English homes to be in programs offering English language services (such as assessment of English ability, information about adult ESL), their parents were more likely to have received several literacy and language-related services (e.g., literacy training, English classes) and health services in the past year, and their parents reported higher involvement in many program activities. In Head Start, DLLs were more likely to belong to a family in which a family member attended ESL classes.

DLLs are more likely than children from monolingual English homes to live with two parents. The majority of children live with parents who have not completed high school or a GED. Most live with at least one employed parent, yet most are living in poverty. In contrast, children from monolingual English homes are more likely to have parents who have completed high school or a GED, less likely to have parents who are working, more likely to have parents who are receiving public assistance, and more likely to have parents who report symptoms of depression. Children from monolingual English homes are more likely than DLLs to have a mother who is currently enrolled in a program, course, class, or workshop.

As for children from monolingual English homes, the data paint a mixed picture of classroom features and quality for DLLs in Early Head Start and Head Start. Average group sizes and child-adult ratios are well below the maximum specified in the Head Start Program Performance Standards, and in Head Start, classroom observations showed that lead teachers typically demonstrate sensitivity, responsiveness, and encouragement in their interactions with children. The average classroom environment in both Early Head Start and Head Start, however, was rated in the minimal to good range, and in Head Start, teachers' instructional support was rated low. The average features and quality of classrooms of children from monolingual English homes are very similar to those of DLLs.

Early Head Start home visits with DLLs include many different kinds of activities, and on average, two-thirds of home visit time are spent on child-focused and parent-child-focused activities. The quality of observed home visits was rated as slightly above adequate, on average. Although the pattern of activities during the home visits with DLLs and children from monolingual English homes vary, the quality of the home visits that were observed was very similar. DLLs are more likely to receive home-based services (including family child care) than

the other options, and it is unclear what drives this pattern. Are the programs serving DLLs more likely to offer home-based services? If so, is this pattern a response to the interest and needs expressed by families in these service areas, are families of DLLs' more likely to select this option, or does this reflect the resources available in these areas? The higher prevalence of home-based services among DLLs warrants attention and, at the very least, additional exploration.

DLLs in Head Start, like their peers from monolingual English homes, demonstrate developmental progress during Head Start. DLLs in Head Start lag behind children from monolingual English homes in some developmental areas, and all Head Start children lag behind their age peers in the population in many areas. DLLs enter Head Start with a disadvantage in some developmental areas (pre-academic achievement), relative to children from monolingual English homes, and typically, their gains are similar, so they end their Head Start exit year(s) with a similar relative disadvantage, on average. In other developmental areas (social-emotional development), the data show no differences between DLLs and children from monolingual English homes in their status at Head Start entry or in their developmental progress during Head Start. However, in some areas (English vocabulary development, approaches to learning, cognitive-social skills), DLLs appear to make greater gains during their time in Head Start than their peers from monolingual English homes. One concerning exception to these patterns is children's physical health and development—DLLs are more likely than children from monolingual English homes to be overweight or obese, and their weight problems increase during Head Start.

B. LIMITATIONS OF THE DATA

As discussed at length in Chapter I, the data available for addressing questions posed by Congress have some important limitations. First, children in MSHS and Head Start programs in U.S. territories are not included in available data sources that include assessments of developmental status or progress. The children enrolled in MSHS programs represent approximately 3 percent of all enrolled children, but nearly 10 percent of all DLLs. Second, the available data for Early Head Start children provide only a snapshot of their developmental status and do not yet permit an examination of the progress children make during Early Head Start.

Third, because of limitations in the state of the field, the assessments of children in Head Start may not fully or accurately capture their competencies or progress in language or other domains of development. Focusing on one domain as an example, fair and accurate assessment of the language development of DLLs should reflect the characteristics of DLLs (including their stage of English acquisition and their home literacy environment) and capture overall language competence, with attention to both the first and second languages (Espinosa, 2008). In FACES, children were assessed in English if they passed a screener indicating minimum ability in English; otherwise, if they were Spanish-speakers, they were assessed in Spanish. Thus, for DLLs who were not Spanish-speakers and did not show minimum ability in English, their language skills were assessed in only one language—English, and comparisons with children from monolingual English homes may be unfair.

About half of Spanish-speaking DLLs in Head Start were assessed with the English cognitive battery in Fall 2006, but by the end of Head Start, nearly all were assessed in English. Thus, the samples for describing cognitive abilities (including reading/literacy skills and ability to solve math problems) are different at the beginning and end of Head Start, and the descriptions of developmental progress confound progress of individual children with changes in the composition of children assessed in each language at the beginning and end of Head Start.

Finally, data were not available to answer some of the questions posed in the Head Start Act. On the nature of services offered to children and families, we are not able at this time to describe the content, duration, and intensity of all types of services in as much detail as desired. Moreover, the discussion of progress among children who are dual language learners and their families enrolled in Head Start programs is limited by the state of the field more broadly in the area of assessment of young dual language learners and in the area of identification and measurement of family processes for these families. This report provides as much information as the available data and existing methods can reliably address.

Several ACF-funded research efforts are addressing the gaps in research on this population and the questions posed in the Head Start Act. As discussed in Chapter I, many of the limitations and challenges found in national research studies on Head Start programs reflect gaps in the field of research on early childhood more generally, as well as challenges specific to national studies of young children. The level of information necessary to answer questions about the unique experiences and development of young dual language learners is difficult to capture in a study that must address the experiences of all children, regardless of their language background. Further, solid measures of many of the constructs identified as important for understanding young children's development and their experiences in early childhood programs have not been developed, assessed, and/or shown to be valid and reliable for young DLLs.

The efforts undertaken by ACF to improve information on children who are dual language learners include a combination of adjustments to the instruments and methods used in national surveys, but – more substantially – efforts to launch supplemental research projects to gather more detailed information on key populations of dual language learners in Head Start and to build capacity in the research field to provide better information regarding the development, needs, and strengths of young DLLs. The activities that ACF has undertaken to increase and improve its data on children who are dual language learners are described briefly below. These include efforts to improve the data collected in existing studies, launching new studies to gather information about key populations of dual language learners not included in previous studies, and supporting the development of new curricula and assessment tools for dual language learners and their families. These efforts include:

1. **Roundtable meeting titled: Supporting Positive Language and Literacy Development in Young Language Minority Children: Research, Policy and Practice**. This research roundtable, held in Washington, D.C. in April 2008, was a working meeting where invited speakers and participants engaged in critical dialogue regarding how research can support efforts of policy makers and practitioners to serve the language and literacy needs of young language minority children.[1] The

central goal of the meeting was to gain a better understanding of how available research can or cannot presently inform policy and practitioner concerns. The roundtable discussions were unique in that they highlighted research issues specific to the needs of programming and policy audiences. Several federal agencies and prominent researchers in the field assisted in planning the content of the meeting. The roundtable culminated in a report highlighting key research issues and questions that arose from the roundtable meeting on the topic of how research can support positive language and literacy outcomes for young language minority children.

2 **Revisions to national surveys to improve the data collected about young children who are dual language learners and the programs that serve them.** Advances in approaches to data collection are being implemented in the 2009 FACES cohort and in Baby FACES in order to enhance our understanding of dual language learners' development.

a. **Head Start Family and Child Experiences Survey (FACES):** For the first time, FACES 2009 is assessing children's expressive vocabulary using a bilingual (English and Spanish), conceptually scored measure, in order to understand the totality of children's expressive vocabulary (regardless of which language). The study has expanded its assessment battery to include a direct measure of executive functioning that does not rely on English language proficiency and can be administered in any language. In FACES 2009, for the first time, executive function is being assessed directly among children who can speak English or Spanish. The parent and staff interviews in FACES 2009, which completed baseline data collection in Fall 2009 and the first follow-up of the sample in Spring 2010, will increase our knowledge of the home languages, classroom language experiences, and program services of children who are DLLs.

   Questions added to the FACES parent interview gather much more detail on the children's exposure to multiple languages in the home, including the degree of exposure to various languages in the home and literacy materials and media in different languages. The interview also asks parents about such topics as their satisfaction with the support the program provides for their children's development, both in English and their home language.

   Likewise, interviews with Head Start staff in the FACES study have been enhanced in 2009 in order to gather more information about the language experience children have in their classrooms, the services programs offer to DLLs, and the representation of multiple languages in the classroom. Head Start teachers are asked about the number of children who are DLLs in the classroom, the languages spoken by these children, and the languages the teachers use when reading books to and talking with groups of children. Additional items to capture teachers' proficiency in languages other than English have also been included in the FACES 2009 teacher survey. Items have also been added to the program director survey regarding services in support of the transition to kindergarten.

In addition, FACES is undergoing an extensive redesign in order to permit deeper examinations of specific topics of interest in a nationally representative sample of Head Start programs. Beginning in 2014, it is expected that FACES will collect general descriptive information about families and children enrolled in Head Start and about programs and staff, and it will utilize topically focused survey modules to collect more detailed information in areas of particular interest, such as the services provided by Head Start programs. This survey design is similar to that of other national datasets, such as the National Household Education Surveys Program (NHES) and the Survey of Income and Program Participation (SIPP).

b. **Early Head Start Family and Child Experiences Survey (Baby FACES):** Future waves of data collection from Baby FACES will provide information on the developmental progress of infants and toddlers in Early Head Start, including their cognitive, language, social-emotional, and health outcomes. Conceptual scoring will be used to better assess young children's total vocabulary development. Later waves of the study will provide more comprehensive information on the program experiences of children (including children who are DLLs) who entered Early Head Start before 1 year of age.

3 **A research center focused on improving our knowledge and understanding of how best to support the development of dual language learners in early childhood care and education programs.** The Center for Early Care and Education Research: Dual Language Learners (CECER-DLL) is a cooperative agreement awarded in 2009 to the University of North Carolina-Chapel Hill. The primary goal of the Center is to advance the research field to improve assessment, child care, and education for children who are dual language learners (DLLs) from birth through five years of age. This center is pursuing a focused agenda of research and national leadership activities that aim to: (a) improve the state of knowledge and measurement in early childhood research on young DLLs and the needs of their families as these relate to children's development, and (b) identify and advance the evidence base for the best practices and strategies in early care and education programming to support the overall development of young DLLs and to effectively support their families. In addition to building capacity in the field to reach long-term goals of improving assessment and programming, CECER-DLL collaborates with OHS to support professional development initiatives, including working with the National Center on Cultural and Linguistic Responsiveness to communicate research reviews to training/technical assistance and program staff.

4 **University Partnership grants designed to improve understanding of efforts to support dual language learners in Head Start programs.** The Head Start University Partnerships grant program funds research projects that are planned in close collaboration with Head Start programs. Previous rounds of University Partnership grants have focused on topics such as interventions and child assessment. With this round of grants awarded in fiscal year 2007, ACF required a focus on dual language learners. Eight university-based research teams have been working with Head Start

and Early Head Start programs to develop and examine interventions and assessments, and to expand the knowledge base regarding the culture and school readiness of children from homes where a language other than English is spoken. For example, one project developed a new language assessment instrument for toddlers exposed to multiple languages and created a tool to facilitate teachers' ongoing assessment of toddlers' language development. Another project developed a culturally-informed, home-based, early literacy intervention to support Latino parents in fostering their DLL children's language and literacy.

5 **A design is under consideration for a new study of Migrant and Seasonal Head Start.** The Migrant and Seasonal Head Start Survey Design Project field tested and developed recommendations for a survey of Migrant and Seasonal Head Start programs and the children and families they serve. The *Design for Migrant and Seasonal Head Start Survey: Final Design Report* is published, and ACF anticipates that this will provide the basis for future studies of MSHS programs.[18]

6 **Compendium of assessments and developmental screeners for children ages 3-5**. To support programs' use of reliable and valid early childhood assessments and developmental screeners that are appropriate for the populations they serve, ACF developed a technical summary of 8 commonly used child assessments and 10 developmental screening tools. The compendium is designed as a resource for managers and staff who work in different types of early childhood education programs and who are responsible for selecting and evaluating assessment or screening instruments. More generally, this resource also aims to increase awareness about reliability and validity and how to evaluate whether an instrument is appropriate for the population and purpose for which it will be used. The volume includes information regarding the appropriateness of the measures for young DLLs.

7 **Research center focused on children and families in tribal Head Start programs.** Through a cooperative agreement with the University of Colorado at Denver Health Sciences Center, ACF funds a Head Start American Indian Alaska Native Research Center. The purpose of the Center is to provide leadership and offer support in the development and facilitation of local Head Start research, and to strengthen the ability of local researchers to conduct model research projects in collaboration with Head Start American Indian and Alaska Native program staff and members of tribal communities.

The Center engages in a variety of activities designed to promote excellence in early childhood research, make a significant contribution to the knowledge base, improve research capacity, and provide leadership and support for research on the early development of American Indian and Alaska Native children. Activities currently include the support of three local research partnerships between universities and tribal Head Start programs: Michigan State University and the Intertribal Council of Michigan, Arizona State University and Gila River, and Oregon State University and

[18] The final report is available online at: http://www.acf.hhs.gov/programs/opre/hs/migrant_mshs/index.html.

the Confederated Tribes of Warm Springs. The Center also supports training fellowships that assist in the professional development of researchers who are interested or have worked on Head Start and early childhood Native American research.

In addition, the Center is currently conducting a cross-site study of American Indian Alaskan Native Head Start programs. The goal of the cross-site study is to determine how well research measures and methods used in ACF's large national studies (such as FACES and Baby FACES) work with AI/AN Head Start and Early Head Start children, families, and classrooms. This effort will also examine measures that were missing from these studies that would allow for a full understanding of how AI/AN children's development proceeds within the context of family and Head Start/Early Head Start. Another goal of the study is to work through the logistical challenges of working in diverse tribal communities with a common set of measures in order to provide guidance to future studies in navigating these complexities. From the beginning of the study, a community-based participatory approach has been implemented. A steering committee comprised of tribal Head Start directors from across the country has guided the overall selection of measures and study design, while detailed work with representatives from the participating communities has informed the site-specific details needed to make the work a success on the ground. In all, 5 tribal communities from across the country are participating in the study, representing a diverse sampling of tribal cultures and geographies.

While research activities are in progress to address the limitations and gaps in existing data concerning young children who are dual language learners, ACF is also implementing several programmatic initiatives to improve services to DLLs and their families. In addition to the requirement of this report, there were many implications for DLLs in the Improving School Readiness Act of 2007 that helped frame and promote the following efforts to increase support for centers and staff to better serve children who are dual language learners and their families:

1 In early 2008, the Office of Head Start published *Dual Language Learning: What Does it Take?: Head Start Dual Language Report.* Based on an assessment of program needs, opportunities and barriers, this report provides suggestions and recommendations for programs to better serve culturally and linguistically diverse children and families. The report includes description of existing resources for programs and innovative approaches among Head Start agencies for ensuring positive outcomes, enhancing family involvement, strengthening program and professional development, and building community resources.

2 The urgent needs of programs and the requirements of the Head Start Act paved the way for the *Office of Head Start National Dual Language Institute: A Time for Action* in Washington, D.C., October 28-31, 2008. Over 1,500 program directors and managers, teacher and parent leaders, and other staff from Head Start, Early Head Start, Migrant and Seasonal Head Start, and American Indian/Alaska Native Head Start programs attended the Institute, where 94 sessions showcased practice

strategies, applied research, innovative collaborations, and responsive policies. The goals of the Institute were to:

- Emphasize sections of the Head Start Act, as well as existing Head Start Program Performance Standards in the area of dual language learning.
- Highlight research on dual language acquisition in children birth to five and its implications for practice.
- Discuss the importance of dual language learning, including the acquisition of English, language revitalization, and cultural responsiveness as they relate to school readiness and positive outcomes for children.
- Provide tools and resources for programs to effectively support dual language learners and their families.
- Demonstrate and disseminate methods, approaches, and instructional practices for programs to effectively serve DLL children, families, and their communities.

The Institute was designed with the intent that participants would return to their programs, ready to take action to better serve dual language learners and their families.

3 *Ready for Success: Supporting Dual Language Learners in Head Start and Early Head Start* is a professional development series intended to help programs support the healthy development and learning of DLLs. The series addresses OHS priorities as well as recommendations from attendees at the 2008 Dual Language Institute. Throughout 2009-2010, webcasts and webinars were released monthly, focusing on strengthening the continuous quality improvement of program systems and services to support and respond to DLLs, ages birth to five. The first webcast was viewed in 813 different sites, with over 2,000 individual viewers. (Available at http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/cultural-linguistic/Dual percent20Language percent20Learners/prof_dev/conferences/ReadyforSuccess.htm.)

4 The *Multicultural Principles for Head Start Programs Serving Children Ages Birth to Five* were updated and enhanced and translated into Spanish. The publication describes 10 principles related to individualized services for both children and families. Created for grantee program directors, staff and the general public, the guidelines presented can be incorporated into daily activities to ensure that every member of the Head Start community is respected and able to grow in an environment which is appreciative of individual differences. (Available at http://eclkc.ohs.acf.hhs.gov/hslc/resources/ECLKC_Bookstore/Multicultural percent20Principles percent20for percent20Head percent20Start percent20Programs.htm.)

5 As part of the Administration's revisions to the Head Start Training and Technical Assistance System, a National Center on Cultural and Linguistic Responsiveness

(NCCLR) was awarded in 2010. This center was established to provide the Head Start community with research-based information, practices, and strategies to ensure optimal academic and social progress for linguistically and culturally diverse children and their families. Through user-friendly materials and training, the center promotes strong language and literacy skills in children's home language and in English, local program planning that is culturally responsive, and development of family resources that are linguistically and culturally appropriate. In particular, NCCLR has promoted the importance of supporting children's home languages by developing tools and guidance to help staff identify and address the language needs of DLLs and their families. For example, NCCLR has created a guide to assist staff in gathering information from family members regarding a child's language background and guides presenting strategies for teachers to support children's home and second language development. (More information available at http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/cultural-linguistic.)

6 The Head Start Child Development and Early Learning Framework (Revised Child Outcomes Framework) was revised and published in 2010. Within the revised version, there is clear information regarding the importance of gaining an understanding of what children who are dual language learners know and can do across all domains of the framework, regardless of language spoken, as well as an emphasis on English language development. (More information available at http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/teaching/eecd/Assessment/Child percent20Outcomes/HS_Revised_Child_Outcomes_Framework.pdf.)

C. DIRECTIONS FOR THE FUTURE

As the discussions above have highlighted, more work is needed to develop improved, more accurate assessments of the development of DLLs, with stronger psychometric properties, culturally validated and normed for the current DLL population in the U.S. (Espinosa and Lopez, 2007). The needed work includes, at the very least, improved assessment strategies and instruments to provide a better picture of DLLs' language development across two languages, but also basic research to ensure that we understand the development of DLLs in all domains. The work to improve assessment and refine definitions, among other necessary advances in methodology are ongoing, not just under the auspices of ACF but also with support from a variety of federal and private sources, and promise to enable research that more clearly describes developmental trajectories and outcomes for DLLs.

The research activities discussed above, along with the many current efforts in the field, should help to enhance our understanding of young children who are dual language learners more generally, not only those children served by Head Start programs. By helping to establish standards and to make widely available valid tools and methods that support better data about young DLLs, these projects ultimately aim to improve the state of knowledge about the best practices and environments to promote the development of young DLLs, including children attending MSHS programs and programs in U.S. Territories. As these new projects unfold, and as additional waves of Baby FACES and FACES data are collected and analyzed, a fuller

assessment of the developmental progress of children in Early Head Start and Head Start, both DLLs and children from monolingual English homes, will be possible.

While research capacity builds to improve our understanding and methods for promoting their development, there are opportunities to strengthen the services offered to young DLLs and their families. The findings in this report rely on descriptive data; therefore, we cannot draw causal inferences regarding relationships between the services received and experiences or outcomes among DLLs or their families. In some areas, such as in program services, the implications of the data are stronger and suggest areas for renewed focus or effort in engaging families of DLLS, targeting services in culturally sensitive ways, improving efforts to address health and nutrition issues such as food insecurity and obesity, and developing individual family plans), program activities and workshops, and links to community resources in ways that are responsive to family's needs and preferences.

In conclusion, many efforts are currently underway to strengthen programs, staff, and the knowledge base to better serve all children and families in Head Start and Early Head Start programs, including those who speak languages other than English at home. Research activities that are building capacity to answer questions concerning young dual language learners and their families go hand in hand with programmatic efforts to improve services. This report explores descriptive data from three current sources to present a comprehensive portrait of the experiences of children who are dual language learners and their families who are being served by Head Start and Early Head Start programs. The nature of the data does not permit causal inferences, but the data do draw our attention to important disparities and various opportunities to improve services for the substantial and rapidly expanding population of DLLs and their families who have turned to Head Start during this critical period of children's lives.

Head Start's guidance for programs emphasizes the importance of respecting and responding to the individual differences in needs and strengths among children and their families, making comprehensive services available to all, yet individualizing teaching and family support to promote growth, foster new skills, and strengthen goals and resources. Just as in the definition provided in the Head Start Act, this report sheds light on the heterogeneity within a group of families distinguished by their use of language. Clearly, DLLs and their families share many similar needs with children and families in the linguistic majority; however, they also tend to bring several meaningfully different needs and strengths that programs should be aware of in order to responsively and more effectively serve.

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Table II.1. Prevalence of DLLs, Overall and by Program Type, 2007-2008

	Number of Enrolled Children	Number of Enrolled Children Who Are DLLs	Percent of Enrolled Children Who Are DLLs
Overall	#	327,972	30.6
Head Start	#	271,153	28.8
Early Head Start	#	24,459	25.7
MSHS	#	32,360	89.2
AI/AN	#	1,680	7.1

Source: 2007–2008 PIR.

Note: DLLs are children who live in homes where a language other than English is the primary language spoken by the family at home.

Table II.2. Percentage of Dual Language Learners (DLLs) Served in Different Regions by Program Type, 2007-2008

	Total		Head Start		Early Head Start		MSHS		AI/AN	
	Number of DLLs	Percent of the Total DLL Enrollment in Region[a]	Number of DLLs	Percent of the Total DLL Enrollment in Region[b]	Number of DLLs	Percent of the Total DLL Enrollment in Region[c]	Number of DLLs	Percent of the Total DLL Enrollment in Region[d]	Number of DLLs	Percent of the Total DLL Enrollment in Region[e]
Northeast	47,816	14.5	42,451	15.7	4,132	16.9	1,233	3.8	-	0.0
Midwest	41,218	12.5	34,643	12.8	3,479	14.2	3,038	9.4	58	3.5
South	75,953	23.0	57,523	21.2	4,576	18.7	13,553	41.9	301	17.9
West	121,734	36.9	95,752	35.3	10,125	41.4	14,536	44.9	1,321	78.6
U.S. Territories	42,931	13.0	40,784	15.0	2,147	8.8	-	0.0	-	0.0

Source: 2007-2008 PIR.

Note: DLLs are children who live in homes where a language other than English is the primary language spoken by the family at home.

[a] Total DLL enrollment = 329,652

[b] Total DLL enrollment = 271,153

[c] Total DLL enrollment = 24,459

[d] Total DLL enrollment = 32,360

[e] Total DLL enrollment = 1,680

Table II.3. Prevalence of Various Language Groups Among Dual Language Learners (DLLs) Across All Head Start Programs, 2007-2008

Language Groups	Total Number of DLLs From Homes Speaking Language in Group	Percent of Total Enrollment[a]	Percent of DLL Enrollment[b]
Spanish	276,824	25.8	84.4
Native Central American, South American, Mexican, and Caribbean Languages	7,268	0.7	2.2
Asian Languages[c]	18,785	1.8	5.7
Pacific Island Languages	4,829	0.5	1.5
Native North American/Alaska Native Languages	1,526	0.1	0.5
European and Slavic Languages	6,026	0.6	1.8
African Languages	5,589	0.5	1.7
Other Languages	7,125	0.7	2.2

Source: 2007–2008 PIR.

Note: DLLs are children who live in homes where a language other than English is the primary language spoken by the family at home.

[a]Total enrollment = 1,071,734

[b]DLL enrollment = 327,972

[c]Asian languages include Middle Eastern and South Asian languages (for example, Arabic, Hebrew, Hindi, Urdu, Bengali) as well as East Asian languages (for example, Chinese, Vietnamese, Tagalog).

Table II.4. Primary Language Spoken to Head Start Child at Home, Fall 2006

	Percent of Children	
Primary Language Spoken to the Child at Home	Children From Monolingual English Homes (n = 1862)	Dual Language Learners (n = 942)
English	100.0	0.0
Spanish	NA	84.1
Native Central American, South American, Mexican, or Caribbean language	NA	1.3
Asian language	NA	5.1
Native North American/Alaska Native language	NA	1.7
European or Slavic language	NA	0.3
African language	NA	2.8
Other	NA	4.7

Source: Fall 2006 FACES Parent Interview.

Notes: Statistics are weighted to represent all children entering Head Start for the first time in fall 2006.

Children from monolingual English homes are children for whom English was the only language spoken in the home, as reported by parents. DLLs are children who live in homes where a language other than English (LOTE) was spoken in the home, regardless of which language was the primary language spoken by the family.

NA = not applicable

Table II.5. Language(s) Spoken to Early Head Start Children at Home, Spring 2009

	Percent of Children	
Language(s) Spoken to the Child at Home[a]	Children From Monolingual English Homes (n = 425)	Dual Language Learners (n = 220)
English	100.0	48.5
Spanish	NA	91.3
Caribbean language	NA	0.4
Asian language	NA	0.0
Native North American/Alaska Native language	NA	3.0
European or Slavic language	NA	2.4
African language	NA	1.9
Other	NA	1.0

Source: Spring 2009 Baby FACES Parent Interview.

Notes: Statistics are weighted to represent children near their first birthday who were enrolled in Early Head Start programs in spring 2009.

Children from monolingual English homes are children for whom English was the only language spoken in the home, as reported by parents. DLLs are children who live in homes where a language other than English (LOTE) was spoken in the home, regardless of which language was the primary language spoken by the family.

NA = not applicable

[a] Parents could indicate that they used more than one language when speaking to the child.

Table II.6. Language Spoken to Early Head Start Children by Family Members (Percent), Spring 2009

	Dual Language Learners (n=220)			
	Birth Mother	Birth Father	Grandparent	Sibling
English	47.9	39.1	27.8	78.1
Spanish	92.3	79.9	86.7	66.7
Other language	6.6	4.0	8.2	3.7

Source: Spring 2009 Baby FACES Parent Interview.

Notes: Statistics and weighting to represent children near their first birthday who were enrolled in Early Head Start programs in Spring 2009.

Percentages add to more than 100 because each family member could speak to their child in more than one language.

Children from monolingual English homes are children for whom English was the only language spoken in the home, as reported by parents. DLLs are children who live in homes where a language other than English (LOTE) was spoken in the home, regardless of which language was the primary language spoken by the family.

Table II.7. Prevalence of Various Non-English Language Groups by Program Type, 2007-2008

	Total		Head Start		Early Head Start[b]		MSHS		AI/AN	
Language Group	Number of Children Enrolled	Percent of Total Enrollment[a]	Number of Children Enrolled	Percent of Total Enrollment[b]	Number of Children Enrolled	Percent of Total Enrollment[c]	Number of Children Enrolled	Percent of Total Enrollment[d]	Number of Children Enrolled	Percent of Total Enrollment[e]
Spanish	276,824	25.27	225,617	24.00	20,477	21.48	30730	84.72	352	1.49
Native Central American, South American, Mexican, and Caribbean languages	7,268	0.66	5,351	0.57	371	0.39	1546	4.26	47	0.20
Asian languages	18,785	1.72	17,574	1.87	1,205	1.26	6	0.02	9	0.04
Pacific Island languages	4,829	0.44	4,704	0.50	112	0.12	13	0.04	-	0.00
Native North American/ Alaska Native languages	1,526	0.14	1,333	0.14	187	0.20	6	0.02	1,110	4.70
European and Slavic	6,026	0.55	5,496	0.58	527	0.55	3	0.00	5	0.02
African languages	5,589	0.51	4,978	0.53	611	0.64	0	0.00	-	0.00
Other languages	7,125	0.65	6,100	0.65	969	1.02	56	0.15	157	0.67

Source: 2007-2008 PIR.

Note: DLLs are children who live in homes where a language other than English is the primary language spoken by the family at home.

[a] Total enrollment=1,095,313

[a] Total enrollment=940,138

[b] Total enrollment=95,325

[c] Total enrollment=36,271

[d] Total enrollment=23,579

Table II.8. Head Start Children's Family Immigration, Fall 2006

Characteristic	Percent of Children: Children From Monolingual English Homes (n = 1862)	Percent of Children: Dual Language Learners (n = 942)
Child Born in U.S.	100.0	92.0
Mother Born in U.S.	98.0	13.7
Time in U.S. if Mother Born Elsewhere		
5 years or fewer	15.1	27.9
6 to 10 years	33.9	41.7
More than 10 years	51.1	30.4
Mother's Country/Area of (non-U.S.) Origin		
Mexico	25.1	67.2
Central America	6.2	11.2
South America	2.2	6.4
Caribbean	32.6	2.9
Africa	3.2	5.3
Asia	5.3	6.4
Other	25.4	0.6
Father Born in U.S.	97.4	10.2
Time in U.S. if Father Born Elsewhere		
5 years or fewer	16.1	19.3
6 to 10 years	31.2	37.8
More than 10 years	52.7	42.9
Father's Country/Area of (non-U.S.) Origin		
Mexico	28.0	68.3
Central America	7.7	10.1
South America	5.8	7.0
Caribbean	21.9	2.4
Africa	18.3	5.3
Asia	6.5	6.2
Other	11.9	0.8
Parent Immigrant Status		
Both Parents Born in U.S.	95.0	5.8
One Parent Born Outside U.S.	4.0	12.3
Both Parents Born Outside U.S.	0.9	81.9

Source: Fall 2006 FACES Parent Interview.

Notes: Statistics are weighted to represent all children entering Head Start for the first time in fall 2006.

Children from monolingual English homes are children for whom English was the only language spoken in the home, as reported by parents. DLLs are children who live in homes where a language other than English (LOTE) was spoken in the home, regardless of which language was the primary language spoken by the family.

Table II.9. Early Head Start Children's Family Immigration, Spring 2009

	Percent of Children	
Characteristic	Children From Monolingual English Homes (n = 425)	Dual Language Learners (n = 220)
Child Born in U.S.	100.0	99.3
Mother Born in U.S.	98.0	32.3
Time in U.S. if Mother Born Elsewhere		
5 years or fewer	15.3	29.1
6 to 10 years	17.9	45.3
More than 10 years	66.8	25.6
Mother's Country/Area of (non-U.S.) Origin		
Mexico	26.0	80.9
Central America	4.7	8.2
South America	0.0	0.6
Caribbean	11.2	3.4
Africa	4.2	4.6
Asia	9.1	1.7
Other	44.7	0.6
Father Born in U.S.	94.7	26.4
Time in U.S. if Father Born Elsewhere		
5 years or fewer	0.0	21.9
6 to 10 years	20.9	36.4
More than 10 years	79.1	41.7
Father's Country/Area of (non-U.S.) Origin		
Mexico	32.0	76.4
Central America	0.0	11.8
South America	0.0	0.9
Caribbean	0.0	0.0
Africa	0.0	3.9
Asia	0.0	0.6
Other	0.0	0.6
Parent Immigrant Status		
Both Parents Born in U.S.	93.7	22.5
One Parent Born Outside U.S.	5.7	13.4
Both Parents Born Outside U.S.	0.7	64.1

Source: Spring 2009 Baby FACES Parent Interview.

Notes: Statistics are weighted to represent children near their first birthday who were enrolled in Early Head Start programs in spring 2009.

Children from monolingual English homes are children for whom English was the only language spoken in the home, as reported by parents. DLLs are children who live in homes where a language other than English (LOTE) was spoken in the home, regardless of which language was the primary language spoken by the family.

Table II.10. Head Start Children's Parents' Ability in First Language and English, Fall 2006

Characteristic	Percent of Children: Children From Monolingual English Homes (n = 1862)	Percent of Children: Dual Language Learners (n = 942)
Among parents whose first language is not English:		
Parent reads first language		
Not at all	NA	1.3
Not well	NA	7.1
Well	NA	37.6
Very well	NA	54.1
Parent understands English		
Not at all	NA	14.8
Not well	NA	47.7
Well	NA	24.7
Very well	NA	12.8
Parent reads English		
Not at all	NA	26.1
Not well	NA	38.9
Well	NA	24.1
Very well	NA	10.9

Source: Fall 2006 FACES Parent Interview.

Notes: Statistics are weighted to represent all children entering Head Start for the first time in fall 2006.

Children from monolingual English homes are children for whom English was the only language spoken in the home, as reported by parents. DLLs are children who live in homes where a language other than English (LOTE) was spoken in the home, regardless of which language was the primary language spoken by the family.

NA = not applicable

Table II.11. Early Head Start Children's Parents' Ability in First Language and English, Spring 2009

Characteristic	Percent of Children: Children From Monolingual English Homes (n = 425)	Percent of Children: Dual Language Learners (n = 220)
Among parents whose first language is not English:		
Parent Reads First Language		
Not at all	NA	3.3
Not well	NA	3.3
Well	NA	33.6
Very well	NA	59.8
Parent Understands English		
Not at all	NA	10.2
Not well	NA	46.8
Well	NA	24.2
Very well	NA	18.8
Parent Reads English		
Not at all	NA	22.2
Not well	NA	37.4
Well	NA	22.2
Very well	NA	18.2
	NA	
Language Staff Usually Uses When Speaking to Parent[a]		
English	NA	17.8
Spanish	NA	82.2
If English is Usually Used, Someone Translated for Parent So Parent Could Speak with Staff[a]	NA	66.5
If A Translator Was Not Used, Parent Had Trouble Understanding Staff's English[a]	NA	27.0
If A Translator Was Not Used, Staff Had Trouble Understanding Parent[a]	NA	20.3

Source: Spring 2009 Baby FACES Parent Interview.

Notes: Statistics are weighted to represent children near their first birthday who were enrolled in Early Head Start programs in spring 2009.

Children from monolingual English homes are children for whom English was the only language spoken in the home, as reported by parents. DLLs are children who live in homes where a language other than English (LOTE) was spoken in the home, regardless of which language was the primary language spoken by the family.

NA = not applicable

[a] Among parents indicating they speak English not at all or not well.

Table II.12. Head Start Children's Family Structure, Fall 2006

	Percent of Children	
Children Living with	Children From Monolingual English Homes (n = 1862)	Dual Language Learners (n = 942)
Mother[a] and Father[a]	33.1	72.1
Married	23.4	48.9
Unmarried	9.5	23.0
Marital status not reported	0.3	0.2
Mother[a] Only	57.7	25.7
Father[a] Only	3.0	1.3
Neither Mother[a] Nor Father[a]	6.2	0.9

Source: Fall 2006 FACES Parent Interview.

Notes: Statistics are weighted to represent all children entering Head Start for the first time in fall 2006.

Children from monolingual English homes are children for whom English was the only language spoken in the home, as reported by parents. DLLs are children who live in homes where a language other than English (LOTE) was spoken in the home, regardless of which language was the primary language spoken by the family.

This table focuses on biological/adoptive parents and does not include other adults, such as parents' romantic partners, step-parents, foster parents, or grandparents. Thus, for example, the "Mother only" category does not mean that the mother is the only adult in the household, but that she is the only parent in the household.

[a]Includes both biological and adoptive parents.

Table II.13. Early Head Start Children's Family Structure, Spring 2009

	Percent of Children	
Children Living with	Children From Monolingual English Homes (n = 425)	Dual Language Learners (n = 220)
Mother[a] and Father[b]	38.4	71.0
Married	23.4	37.3
Unmarried	14.9	33.7
Marital status not reported	0.2	0.0
Mother[a] only	58.3	27.8
Father[b] only	1.0	0.0
Neither Mother[a] nor Father[b]	2.2	1.1

Source: Spring 2009 Baby FACES Parent Interview.

Notes: Statistics are weighted to represent children near their first birthday who were enrolled in Early Head Start programs in spring 2009.

This table focuses on biological/adoptive parents and does not include other adults, such as parents' romantic partners, step-parents, foster parents, or grandparents. Thus, for example, the "Mother only" category does not mean that the mother is the only adult in the household, but that she is the only parent in the household.

Children from monolingual English homes are children for whom English was the only language spoken in the home, as reported by parents. DLLs are children who live in homes where a language other than English (LOTE) was spoken in the home, regardless of which language was the primary language spoken by the family.

[a]Includes both biological and adoptive parents.

Table II.13a. Demographic and Risk Factors of Children/Families By Program Type (Percent of Children and Families), 2007-2008

	Head Start	Early Head Start	MSHS	AI/AN
Ethnicity				
Hispanic/Latino	33.6	32.2	98.0	3.0
Non-Hispanic/Latino	66.4	67.8	2.0	97.0
Race				
White	38.1	41.0	60.8	8.0
African American	31.0	24.9	0.5	0.7
American Indian or Alaska Native	3.8	5.5	4.8	85.1
Asian or Pacific Islander	2.8	1.9	0.0	0.6
Multi-Racial/Bi-Racial	6.5	8.5	2.2	3.0
Other	0.2	0.2	0.0	0.0
Unspecified	17.6	18.0	31.6	2.7
Family structure				
Two-parent	42.2	40.7	75.0	58.8
Single-parent	57.8	59.4	25.1	41.2
Employment, two-parent families				
Both parents employed	25.0	27.6	67.3	37.5
One parent employed	61.0	55.9	22.4	41.2
Both parents not working	14.0	16.5	10.4	21.3
Employment, single-parent families				
Parent employed	58.0	53.5	75.7	57.1
Parent not working	42.0	46.5	24.3	42.9
Highest level of education completed by parents				
Less than high school diploma	31.4	33.2	75.9	18.4
High school diploma or GED	43.6	39.7	18.4	48.6
degree	20.9	22.8	5.2	26.4
Bachelor's degree or higher	4.1	0.4	0.5	5.7

Source: 2007-2008 PIR, Data as of May 2009.

Note: DLLs are children who live in homes where a language other than English is the primary language spoken by the family at home.

Table II.14. Head Start Children's Household Size and Membership, Fall 2006

	Percent of Children	
Household Size and Membership	Children From Monolingual English Homes (n = 1862)	Dual Language Learners (n = 942)
Number of Adults in Household		
1	38.4	11.8
2	47.7	58.9
3 or more	13.9	29.3
Mean Number of Adults	1.8	2.4
Number of Children in Household		
1	19.5	15.0
2	36.8	36.1
3	25.6	26.2
4 or more	18.1	22.8
Mean Number of Children	2.5	2.7
Mean Number of Siblings	1.4	1.5
Younger Sibling(s) in Household	24.8	24.7
Older Sibling(s) in Household	72.5	73.5
Total Number of Persons in Household		
2	7.7	2.0
3	21.3	9.9
4	28.9	28.3
5	22.1	26.6
6	12.3	15.2
7 or more	7.8	18.0
Mean Number of Persons	4.4	5.1
Intergenerational Household	15.1	13.1

Source: Fall 2006 FACES Parent Interview.

Note: Statistics are weighted to represent all children entering Head Start for the first time in fall 2006.

This table shows the total number of adults in children's households, including biological/adoptive parents and other adults, such as parents' romantic partners, step-parents, foster parents, and grandparents.

Children from monolingual English homes are children for whom English was the only language spoken in the home, as reported by parents. DLLs are children who live in homes where a language other than English (LOTE) was spoken in the home, regardless of which language was the primary language spoken by the family.

Table II.15. Early Head Start Children's Household Size and Membership, Spring 2009

	Percent of Children	
Household Size and Membership	Children From Monolingual English Homes (n = 425)	Dual Language Learners (n = 220)
Number of Adults in Household		
0	0.6	0.0
1	39.4	19.3
2	48.4	69.3
3 or more	11.5	11.4
Mean Number of Adults	1.7	2.1
Number of Children in Household		
1	29.3	10.1
2	32.2	28.2
3	23.4	36.1
4 or more	15.1	25.6
Mean Number of Children	2.3	2.9
Total Number of Persons in Household		
2	13.5	2.0
3	24.5	12.0
4	28.9	29.5
5	15.9	24.7
6	9.2	19.5
7 or more	7.9	12.3
Mean Number of Persons	4.1	5.0
Intergenerational Household	18.2	12.7

Source: Spring 2009 Baby FACES Parent Interview.

Notes: Statistics are weighted to represent children near their first birthday who were enrolled in Early Head Start programs in spring 2009.

This table shows the total number of adults in children's households, including biological/adoptive parents and other adults, such as parents' romantic partners, step-parents, foster parents, and grandparents.

Children from monolingual English homes are children for whom English was the only language spoken in the home, as reported by parents. DLLs are children who live in homes where a language other than English (LOTE) was spoken in the home, regardless of which language was the primary language spoken by the family.

Table II.16. Mother's Age at Head Start Child's Birth, Fall 2006

	Percent of Children	
Mother's Age, in Years	Children From Monolingual English Homes (n = 1862)	Dual Language Learners (n = 942)
17 or under	5.6	2.1
18-19	12.9	7.3
20-24	40.4	33.9
25-29	22.1	26.9
30 or older	19.0	29.8
Mean Age	24.5	26.7

Source: Fall 2006 FACES Parent Interview.

Notes: Statistics are weighted to represent all children entering Head Start for the first time in fall 2006.

Children from monolingual English homes are children for whom English was the only language spoken in the home, as reported by parents. DLLs are children who live in homes where a language other than English (LOTE) was spoken in the home, regardless of which language was the primary language spoken by the family.

Table II.17. Mother's Age at Early Head Start Child's Birth, Spring 2009

	Percent of Children	
Age, in Years	Children From Monolingual English Homes (n = 425)	Dual Language Learners (n = 220)
Mean Age	23.9	26.2
17 or under	11.3	9.9
18-19	14.0	6.3
20-24	35.2	25.3
25-29	23.4	26.8
30 or older	16.1	31.8

Source: Spring 2009 Baby FACES Parent Interview.

Notes: Statistics are weighted to represent children near their first birthday who were enrolled in Early Head Start programs in spring 2009.

Children from monolingual English homes are children for whom English was the only language spoken in the home, as reported by parents. DLLs are children who live in homes where a language other than English (LOTE) was spoken in the home, regardless of which language was the primary language spoken by the family.

Table II.18. Head Start Children's Parents' Education, Fall 2006

Highest Level of Education of Biological or Adoptive Parents Living with Child	Percent of Children: Children from Monolingual English Homes (n = 1862)	Percent of Children: Dual Language Learners (n = 942)
Percentage of Children Living with their Mother[a]	90.9	97.8
Mothers[a]		
Less than high school diploma	29.2	59.8
High school diploma or GED	35.9	23.9
Some college/vocational/technical	29.0	9.9
Bachelor's degree or higher	5.9	6.4
Percentage of Children Living with their Father[a]	36.1	73.4
Fathers[a]		
Less than high school diploma	28.8	66.1
High school diploma or GED	42.4	21.1
Some college/vocational/technical	20.9	5.5
Bachelor's degree or higher	7.8	7.3
Percentage of Children Living with Either Parent[a]	93.8	99.1
Highest Level of Education Completed by those Parents[a]		
< high school	24.9	52.9
High school or GED	37.5	26.4
Some postsecondary	30.1	11.1
Bachelor's degree or higher	7.4	9.6

Source: Fall 2006 FACES Parent Interview.

[a]Includes both biological and adoptive parents.

Notes: Statistics are weighted to represent all children entering Head Start for the first time in fall 2006.

Households that do not include a mother and/or father are not included in the relevant percentage calculations.

Children from monolingual English homes are children for whom English was the only language spoken in the home, as reported by parents. DLLs are children who live in homes where a language other than English (LOTE) was spoken in the home, regardless of which language was the primary language spoken by the family.

Table II.19. Early Head Start Children's Parents' Education, Spring 2009

Highest Level of Education of Biological or Adoptive Parent Living with Child	Percent of Children: Children From Monolingual English Homes (n = 425)	Percent of Children: Dual Language Learners (n = 220)
Percent of Children Living with their Mother[a]	96.8	98.9
Highest Level of Education Completed by those Mothers[a]		
Less than high school diploma	31.5	53.6
High school diploma or GED	35.8	25.2
Some college/vocational/technical	28.9	15.7
Bachelor's degree or higher	3.8	5.4
Percent of Children Living with their Father[a]	39.4	71.0
Highest Level of Education Completed by those Fathers[a]		
Less than high school diploma	32.0	59.4
High school diploma or GED	48.1	26.8
Some college/vocational/technical	13.7	9.3
Bachelor's degree or higher	6.1	4.5
Percent of Children Living with Either Parent[a]	97.8	98.9
Highest Level of Education Completed by those Parents[a]		
Less than high school diploma	18.1	38.1
High school diploma or GED	43.7	32.5
Some college/vocational/technical	30.2	21.3
Bachelor's degree or higher	8.0	8.1

Source: Spring 2009 Baby FACES Parent Interview.

[a]Includes both biological and adoptive parents.

Notes: Statistics are weighted to represent children near their first birthday who were enrolled in Early Head Start programs in spring 2009.

Households that do not include a mother and/or father are not included in the relevant percent calculations.

Children from monolingual English homes are children for whom English was the only language spoken in the home, as reported by parents. DLLs are children who live in homes where a language other than English (LOTE) was spoken in the home, regardless of which language was the primary language spoken by the family.

Table II.20. Head Start Children's Parents' Employment Status, Fall 2006

	Percent of Children	
Employment Status of Biological or Adoptive	Children From Monolingual English Homes (n = 1862)	Dual Language Learners (n = 942)
Percentage of Children Living with their Mother	90.9	97.8
Employment Status of those Mothers[a]		
Working full-time	35.8	23.0
Working part-time	20.5	16.7
Looking for work	17.4	8.4
Not in labor force	26.2	51.9
Percentage of Children Living with their Father[a]	36.1	73.4
Employment Status of those Fathers[a]		
Working full-time	65.9	77.0
Working part-time	13.2	14.6
Looking for work	9.0	4.5
Not in labor force	11.8	4.0
Percentage of Children Living with Either Parent	93.8	99.1
Employment Status of the Most Employed of those Parents[a]		
Working full-time	53.0	70.1
Working part-time	17.7	14.8
Looking for work	15.4	5.0
Not in labor force	13.9	10.1

Source: Fall 2006 FACES Parent Interview.

[a]Includes both biological and adoptive parents.

Notes: Statistics are weighted to represent all children entering Head Start for the first time in fall 2006.

Households that do not include a mother and/or father are not included in the relevant percentage calculations.

Children from monolingual English homes are children for whom English was the only language spoken in the home, as reported by parents. DLLs are children who live in homes where a language other than English (LOTE) was spoken in the home, regardless of which language was the primary language spoken by the family.

Table II.21. Early Head Start Children's Parents' Employment Status, Spring 2009

Employment Status of Biological or Adoptive Parents Living with Child	Percent of Children: Children From Monolingual English Homes (n = 425)	Percent of Children: Dual Language Learners (n = 220)
Percent of Children Living with their Mother[a]	96.8	98.9
Employment Status of those Mothers[a]		
Working full-time	21.8	12.7
Working part-time	24.0	18.1
Looking for work	20.9	20.4
Not in labor force	33.4	48.7
Percent of Children Living with their Father[a]	39.4	71.0
Employment Status of those Fathers[a]		
Working full-time	46.5	61.2
Working part-time	13.3	14.8
Looking for work	16.5	10.5
Not in labor force	23.6	13.5
Percent of Children Living with Either Parent[a]	97.8	98.9
Employment Status of the Most Employed of those Parents[a]		
Working full-time	57.1	63.9
Working part-time	19.6	16.3
Looking for work	15.7	10.1
Not in labor force	7.6	9.7

Source: Spring 2009 Baby FACES Parent Interview.

[a]Includes both biological and adoptive parents.

Notes: Statistics are weighted to represent children near their first birthday who were enrolled in Early Head Start programs in spring 2009.

Households that do not include a mother and/or father are not included in the relevant percent calculations.

Only parents of children in the Age 1 Cohort were asked about the language(s) used when speaking to the child at home. Reported estimates in these tables represent children in this cohort only.

Children from monolingual English homes are children for whom English was the only language spoken in the home, as reported by parents. DLLs are children who live in homes where a language other than English (LOTE) was spoken in the home, regardless of which language was the primary language spoken by the family.

Table II.22. Head Start Children's Household Income as a Percentage of the Federal Poverty Threshold, Fall 2006

	Percent of Children	
Income as a Percentage of Poverty	Children From Monolingual English Homes (n = 1862)	Dual Language Learners (n = 942)
50 percent or less	17.1	17.4
51 to 100 percent	37.8	46.6
101 to 130 percent	15.5	17.0
131 to 185 percent	15.5	13.3
186 to 200 percent	2.7	1.2
201 percent or above	11.5	4.5

Source: Fall 2006 FACES Parent Interview.

Notes: Statistics are weighted to represent all children entering Head Start for the first time in fall 2006.

This table summarizes household income, and therefore should not be used to estimate eligibility for Head Start. Head Start qualifying criteria are based on family (not household) income, and there are other (non-income) ways to qualify for the program.

Children from monolingual English homes are children for whom English was the only language spoken in the home, as reported by parents. DLLs are children who live in homes where a language other than English (LOTE) was spoken in the home, regardless of which language was the primary language spoken by the family.

Table II.23. Early Head Start Children's Household Income as a Percent of the Federal Poverty Threshold, Spring 2009

	Percent of Children	
Income as a Percent of Poverty	Children From Monolingual English Homes (n = 425)	Dual Language Learners (n = 220)
50 percent or less	27.0	26.9
51 to 100 percent	38.1	49.2
101 to 130 percent	10.5	14.3
131 to 185 percent	10.3	7.0
186 to 200 percent	4.0	0.2
201 percent or above	10.1	2.5

Source: Spring 2009 Baby FACES Parent Interview.

Notes: Statistics are weighted to represent children near their first birthday who were enrolled in Early Head Start programs in spring 2009.

This table summarizes household income, and therefore should not be used to estimate eligibility for Head Start. Head Start qualifying criteria are based on family (not household) income, and there are other (non-income) ways to qualify for the program.

Children from monolingual English homes are children for whom English was the only language spoken in the home, as reported by parents. DLLs are children who live in homes where a language other than English (LOTE) was spoken in the home, regardless of which language was the primary language spoken by the family.

Table II.24. Public Assistance Received by Any Member of Head Start Children's Household, Fall 2006

	Percent of Children	
Type of Public Assistance	Children From Monolingual English Homes (n = 1862)	Dual Language Learners (n = 942)
Welfare	26.4	14.6
Food Stamps	63.2	31.0
WIC	53.3	74.3
SSI	17.5	4.5

Source: Fall 2006 FACES Parent Interview.

Notes: Statistics are weighted to represent all children entering Head Start for the first time in fall 2006.

Children from monolingual English homes are children for whom English was the only language spoken in the home, as reported by parents. DLLs are children who live in homes where a language other than English (LOTE) was spoken in the home, regardless of which language was the primary language spoken by the family.

Table II.25. Public Assistance Received by Any Member of Early Head Start Child's Household, Spring 2009

	Percent of Children	
Type of Public Assistance	Children From Monolingual English Homes (n = 425)	Dual Language Learners (n = 220)
Welfare	31.2	29.5
Food Stamps	66.2	52.2
WIC	85.0	92.1
SSI	13.9	6.4

Source: Spring 2009 Baby FACES Parent Interview.

Notes: Statistics are weighted to represent children near their first birthday who were enrolled in Early Head Start programs in spring 2009.

Children from monolingual English homes are children for whom English was the only language spoken in the home, as reported by parents. DLLs are children who live in homes where a language other than English (LOTE) was spoken in the home, regardless of which language was the primary language spoken by the family.

Table II.26. Early Head Start Children's Family Financial Difficulties, Spring 2009

	Percent of Children	
Financial Security Areas of Difficulty	Chidren From Monolingual English Homes (n = 425)	Dual Language Learners (n = 220)
Could not pay the full amount of gas, oil or electricity bills	33.0	31.0
Could not pay the full amount of rent or mortgage	29.1	31.9
Had service disconnected by the telephone company because payments were not made	17.4	23.5
Had services turned off by the gas or electric company, or oil company would not deliver oil	8.7	9.8
Was evicted from home or apartment	7.6	3.8
Parent has:		
Zero financial security difficulty	54.1	52.0
One financial security difficulty	17.0	12.3
Two financial security difficulties	15.1	24.2
Three financial security difficulties	7.6	6.9
Four financial security difficulties	5.1	4.4
Five financial security difficulties	1.1	0.2

Source: Spring 2009 Baby FACES Parent Interview.

Notes: Statistics are weighted to represent children near their first birthday who were enrolled in Early Head Start programs in spring 2009.

Children from monolingual English homes are children for whom English was the only language spoken in the home, as reported by parents. DLLs are children who live in homes where a language other than English (LOTE) was spoken in the home, regardless of which language was the primary language spoken by the family.

Table II.27. Early Head Start Children's Food Security Difficulties, Spring 2009

	Percent of Children	
Food Security Difficulties	Children From Monolingual English Homes (n = 425)	Dual Language Learners (n = 220)
Worried food may run out	31.4	48.4
Food didn't last and didn't have money to get more	21.4	38.0
Relied on only a few kinds of low-cost food to feed children because of financial reasons	17.6	41.7
Couldn't afford to eat balanced meals	19.1	38.9
Couldn't feed children a balanced meal for financial reasons	12.5	30.7
Parent has:		
Zero or one food security difficulty	73.5	48.6
Two or three food security difficulties	14.4	22.1
Four or five food security difficulties	12	29.3

Source: Spring 2009 Baby FACES Parent Interview.

Notes: Statistics are weighted to represent children near their first birthday who were enrolled in Early Head Start programs in spring 2009.

Children from monolingual English homes are children for whom English was the only language spoken in the home, as reported by parents. DLLs are children who live in homes where a language other than English (LOTE) was spoken in the home, regardless of which language was the primary language spoken by the family.

Table II.28. Disability Categories for Head Start Children with Disabilities, Fall 2006

Characteristic	Percent of Children: Children From Monolingual English Homes (n = 1862)	Dual Language Learners (DLLs) (n = 942)	DLLs without English Proficiency (n = 435)
Percent of Children			
Children with Disabilities	13.84	7.50	9.34
Percent of Children with Disabilities			
Speech or Language Impairment	73.34	76.02	81.85
Cognitive Impairment[a]	22.31	20.60	25.71
[b]	14.72	8.32	7.84
Sensory Impairment[c]	11.77	13.04	6.89
Physical Impairment[d]	8.52	4.23	4.78
Child has IEP or ISFP	38.24	53.08	52.78
Disabilities Having Multiple Impairments	21.30	19.02	20.06

Source: Fall 2006 FACES Teacher Child Report.

Notes: Statistics are weighted to represent all children entering Head Start for the first time in fall 2006.

Teachers were asked whether a professional had indicated that the child had a developmental problem, delay or other special need, and to indicate the specific need or disability.

Percentages do not add to 100 because children can be reported to have more than one impairment across the impairment categories.

Children from monolingual English homes are children for whom English was the only language spoken in the home, as reported by parents. DLLs are children who live in homes where a language other than English (LOTE) was spoken in the home, regardless of which language was the primary language spoken by the family.

[a] Cognitive Impairment includes the following: mental retardation, autism/pervasive

[b] Behavioral/Emotional Impairment includes behavior problems, hyperactivity, and ADHD.

[c] Sensory Impairment includes: deafness, other hearing impairment, blindness, and other visu

[d] Physical Impairment includes motor impairment.

Table II.29. Head Start Child's Health Care, Fall 2006

	Percent of Children	
Child's Health Care	Children From Monolingual English Homes (n = 1862)	Dual Language Learners (n = 942)
Regular medical checkup in past year	98.7	99.0
Regular dental checkup in past year	86.0	91.9
Has health insurance	96.3	90.8
Private	43.2	56.9
Medicaid	75.2	66.1
SCHIP[a]	9.7	6.4
Other government	3.7	3.5

Source: Fall 2006 FACES Parent Interview.

[a]State Children's Health Insurance Program.

Notes: Statistics are weighted to represent all children entering Head Start for the first time in fall 2006.

Children from monolingual English homes are children for whom English was the only language spoken in the home, as reported by parents. DLLs are children who live in homes where a language other than English (LOTE) was spoken in the home, regardless of which language was the primary language spoken by the family.

Table II.30. Early Head Start Child's Health Care, Spring 2009

Child's Health Care	Percent of Children: Children From Monolingual English Homes (n = 425)	Percent of Children: Dual Language Learners (n = 220)
Regular Medical Checkup in Past Year	100.0	100.0
Child Ever Visited Dentist	21.5	27.5
Has Health Insurance	97.0	95.0
Private	38.6	23.6
Medicaid	75.0	76.8
SCHIP[a]	36.5	18.8
Other government	3.3	1.0

Source: Spring 2009 Baby FACES Parent Interview.

[a] State Children's Health Insurance Program.

Notes: Statistics are weighted to represent children near their first birthday who were enrolled in Early Head Start programs in spring 2009.

Children from monolingual English homes are children for whom English was the only language spoken in the home, as reported by parents. DLLs are children who live in homes where a language other than English (LOTE) was spoken in the home, regardless of which language was the primary language spoken by the family.

Table II.31. Child Care Arrangements in Addition to Head Start, Fall 2006

	Percent of Children	
Child Care Arrangements	Children From Monolingual English Homes (n = 1862)	Dual Language Learners (n = 942)
Any child care	11.5	26.0
Type of primary child care arrangement		
Center-based care	24.5	4.3
Relative	3.9	15.6
Non-relative	0.3	6.0
Equal time in multiple types of care	40.2	0.1

Source: Fall 2006 FACES Parent Interview.

Notes: Statistics are weighted to represent all children entering Head Start for the first time in fall 2006.

Percentages do not sum to 100. Estimates reflect prevalence across all children, including those who are not in child care outside of Head Start.

Children from monolingual English homes are children for whom English was the only language spoken in the home, as reported by parents. DLLs are children who live in homes where a language other than English (LOTE) was spoken in the home, regardless of which language was the primary language spoken by the family.

Table II.32. Child Care Arrangements in Addition to Early Head Start, Spring 2009

	Percent of Children	
Child Care Arrangements	Children From Monolingual English Homes (n = 425)	Dual Language Learners (n = 220)
Any Child Care	72.4	57.8
Type of Primary Child Care Arrangement		
Center-based care	7.5	3.8
Relative	66.2	76.6
Non-relative	13.9	12.6
Equal time in multiple types of care	12.4	6.9

Source: Spring 2009 Baby FACES Parent Interview.

Notes: Statistics are weighted to represent children near their first birthday who were enrolled in Early Head Start programs in spring 2009.

Children from monolingual English homes are children for whom English was the only language spoken in the home, as reported by parents. DLLs are children who live in homes where a language other than English (LOTE) was spoken in the home, regardless of which language was the primary language spoken by the family.

Table II.33. Depressive Symptoms Among Parents[a] of Head Start Children, Fall 2006

	Percent of Children	
Depressive Symptoms among Parents	Children From Monolingual English Homes (n = 1862)	Dual Language Learners (n = 942)
Degree of depressive symptoms[b]		
Not depressed	51.6	72.5
Mildly depressed	27.4	15.6
Moderately depressed	11.5	6.2
Severely depressed	9.4	5.6
Mean number of depressive symptoms	6.1	3.5

Source: Fall 2006 FACES Parent Interview.

Notes: Statistics are weighted to represent all children entering Head Start for the first time in fall 2006.

Children from monolingual English homes are children for whom English was the only language spoken in the home, as reported by parents. DLLs are children who live in homes where a language other than English (LOTE) was spoken in the home, regardless of which language was the primary language spoken by the family.

[a] In this table, the term "parent" is used to refer to the primary caregiver who responded to the survey. Most are parents, but some are grandparents or other primary caregivers.

[b] Center for Epidemiologic Studies–Depression Scale (CES-D; Radloff 1977). Total score can range from 0 to 36. Scores ranging from 0 to 4 are coded as Not Depressed; from 5 to 9 as Mildly Depressed; from 10 to 14 as Moderately Depressed; and 15 and above as Severely Depressed.

Table II.34. Depressive Symptoms Among Parents[a] of Early Head Start Children, Spring 2009

	Percent of Children	
Depressive Symptoms among Parents	Children From Monolingual English Homes (n = 425)	Dual Language Learners (n = 220)
Degree of Depressive Symptoms[b]		
Not depressed	55.2	70.4
Mildly depressed	26.6	16.7
Moderately depressed	11.1	9.9
Severely depressed	7.1	3.0
Mean Number of Depressive Symptoms	5.7	4.1

Source: Spring 2009 Baby FACES Parent Interview.

Notes: Statistics are weighted to represent children near their first birthday who were enrolled in Early Head Start programs in spring 2009.

Children from monolingual English homes are children for whom English was the only language spoken in the home, as reported by parents. DLLs are children who live in homes where a language other than English (LOTE) was spoken in the home, regardless of which language was the primary language spoken by the family.

[a] In this table, the term "parent" is used to refer to the primary caregiver who responded to the survey. Most are parents, but some are grandparents or other primary caregivers.

[b] Center for Epidemiologic Studies–Depression Scale (CES-D; Radloff 1977). Total score can range from 0 to 36. Scores ranging from 0 to 4 are coded as Not Depressed; from 5 to 9 as Mildly Depressed; from 10 to 14 as Moderately Depressed; and 15 and above as Severely Depressed.

Table II.35. Early Head Start Children's Parental Modernity and Use of Spanking, Spring 2009

	Percent of Children	
Parental Modernity and Child Spanking	Children From Monolingual English Homes (n=542)	Dual Language Learners (n=171)
Parental Modernity Scale		
Traditional Attitudes	19.7	19.9
Progressive Attitudes	20.6	19.3
Parent spanked the child in the past week	14.5	6.4

Source: Spring 2009 Baby FACES Parent Interview.

Notes: Statistics are weighted to represent children and pregnant women enrolled in sampled Early Head Start programs in spring 2009, and whose birthdates or due dates fell within study-eligible windows.

Children from monolingual English homes are children for whom English was the only language spoken in the home, as reported by parents. DLLs are children who live in homes where a language other than English (LOTE) was spoken in the home, regardless of which language was the primary language spoken by the family.

Table III.1. Program Approach for Receipt of Early Head Start Services, Spring 2009

	Percent of Children	
Program Approach	Children From Monolingual English Homes (n=425)	Dual Language Learners (n=220)
Center-based	48.5	32.3
Home-based	50.1	56.8
Family child care	0.0	2.0
Combination[a]	1.4	8.9

Source: Spring 2009 Baby FACES Program Director Interview.

[a]Combination programs refer to programs offering both center-based and home-based services to all enrolled families. Specifically, these programs provide center-based care plus home visits monthly or more often.

Notes: Statistics are weighted to represent children near their first birthday who were enrolled in Early Head Start programs in spring 2009.

Children from monolingual English homes are children for whom English was the only language spoken in the home, as reported by parents. DLLs are children who live in homes where a language other than English (LOTE) was spoken in the home, regardless of which language was the primary language spoken by the family.

Table III.2. Head Start Program Type and Prior Enrollment in Early Head Start, Fall 2006

	Percent of Children	
Characteristic	Children From Monolingual English Homes (n = 1862)	Dual Language Learners (n = 942)
Head Start Program Type		
Full-day	57.2	31.7
Part-day	42.2	66.8
Enrolled in Early Head Start	12.2	17.8
Mean months enrolled in Early Head Start	12.1	6.0

Source: Fall 2006 FACES Parent Interview.

Notes: Statistics are weighted to represent all children entering Head Start for the first time in fall 2006.

Children from monolingual English homes are children for whom English was the only language spoken in the home, as reported by parents. DLLs are children who live in homes where a language other than English (LOTE) was spoken in the home, regardless of which language was the primary language spoken by the family.

Table III.3. Typical Early Head Start Center Operation Hours and Schedule, Spring 2009

	Percent of Children	
Operation Hours and Schedule	Children From Monolingual English Homes n=425	Dual Language Learners n=220
Up to 6 hours per day	4.3	8.9
More than 6, up to 8 hours per day	14.4	22.5
More than 8 up to 10 hours per day	26.7	29.0
More than 10 hours per day	54.6	39.7
Full day, year round	81.9	65.0
Part day, year round	1.6	21.4
Full day, part of year	16.5	13.6
Part day, part of year	0.0	0.0

Source: Spring 2009 Baby FACES Program Director Interview.

Notes: Statistics are weighted to represent children near their first birthday who were enrolled in Early Head Start programs in spring 2009.

Children from monolingual English homes are children for whom English was the only language spoken in the home, as reported by parents. DLLs are children who live in homes where a language other than English (LOTE) was spoken in the home, regardless of which language was the primary language spoken by the family.

Table III.4. Percentage of Children Enrolled in Different Types of Programs in Migrant and Seasonal Head Start (MSHS) and American Indian/Alaska Native (AI/AN) Programs, 2007-2008

Type of program	MSHS	AI/AN
Center based program, 5 days per week		
Full day	95.7	22.3
Part day	0.0	7.9
Center based program, 4 days per week		
Full day	0.0	30.1
Part day	0.1	30.5
Home-based program	0.0	7.8
Combination program	0.1	0.6
Family child care	4.1	0.1
Locally designed options	0.0	0.7

Source: 2007-2008 PIR.

Notes: Combination program is a program providing services in both a center-based setting and in a home setting.

Head Start, Early Head Start, and MSHS are mutually exclusive program types. AI/AN can include either Head Start or Early Head Start programs.

DLLs are children who live in homes where a language other than English is the primary language spoken by the family at home.

Table III.5. Child Care Quality in Early Head Start: Infant/Toddler Environment Rating Scales and Observed Child/Adult Ratios, Spring 2009

	Mean	
Scales	Children From Monolingual English Homes (n=27)	Dual Language Learners (n=77)
Group Size	5.1	5.7
Child/Adult Ratio	2.4	2.3
Total	3.8	3.9
Personal Care	3.1	3.0
Furnishings	3.8	4.0
Language/Listening & Talking	4.2	4.6
Interaction/Social	4.6	4.7
Program Structure	4.2	4.3
Activities	3.5	3.6
Motor		
Creative		

Source: Spring 2009 Baby FACES Classroom Observations.

Notes: Statistics are weighted to represent children near their first birthday who were enrolled in Early Head Start programs in spring 2009.

Children from monolingual English homes are children for whom English was the only language spoken in the home, as reported by parents. DLLs are children who live in homes where a language other than English (LOTE) was spoken in the home, regardless of which language was the primary language spoken by the family.

Table III.6. Classroom Quality in Head Start, Spring 2007

Scales	Mean: Children From Monolingual English Homes (n = 1862)	Mean: Dual Language Learners (DLLs) (n = 942)	Mean: DLLs Who Did Not Pass English Screener (n = 435)	Possible Response Range
ECERS-R Total[a]	3.60	3.50	3.50	1 – 7
Personal Care	2.40	2.20	2.20	1 – 7
Furnishings	4.42	4.37	4.37	1 – 7
Language	3.78	3.80	3.77	1 – 7
Motor Skills	3.47	3.39	3.37	1 – 7
Creative	3.50	3.40	3.40	1 – 7
Social	4.40	4.44	4.41	1 – 7
Program Structure	3.93	3.74	3.69	1 – 7
ECERS-R Teaching and Interactions[b]	4.08	4.04	4.02	1 – 7
ECERS-R Provisions for Learning[b]	3.61	3.44	3.40	1 – 7
Arnett Lead Teacher Total	66.46	67.36	67.79	0 – 90
Sensitivity	18.04	17.18	17.09	0 – 30
Harshness	23.41	24.02	24.25	0 – 27
Detachment	10.22	10.56	10.60	0 – 12
Permissiveness	7.10	7.11	7.24	0 – 9
Independence	7.67	8.49	8.56	0 – 12
CLASS Instructional Support	2.00	1.90	1.90	1 – 7
Concept Development	1.82	1.75	1.71	1 – 7
Quality of Feedback	2.02	1.97	1.96	1 – 7
Language Modeling	2.14	2.05	2.08	1 – 7
Child/Adult Ratio	6.37	6.88	6.76	NA
Group Size	14.97	15.18	14.79	NA

Source: Spring 2007 FACES Classroom Observation.

Notes: Statistics are weighted to represent all children entering Head Start for the first time in fall 2006 and who were still enrolled in spring 2007.

Children from monolingual English homes are children for whom English was the only language spoken in the home, as reported by parents. DLLs are children who live in homes where a language other than English (LOTE) was spoken in the home, regardless of which language was the primary language spoken by the family.

[a] Construction of ECERS-R subscale scores is similar to prior FACES and may not be consistent with the publisher's specifications for scoring.

[b] The Provisions for Learning and Teaching and Interactions subscales are two factors reported in the Multi-State Study of Prekindergarten as representing the key dimensions of quality tapped by the full ECERS-R. Scores are alternative dimensions of quality using the ECERS-R.

Table III.7. Daily or Almost Daily Frequency of Reading and Language Activities, as Reported by Head Start Classroom Teachers, Fall 2006

	Percent of Children		
Reading and Language Activity	Children From Monolingual English Homes (n = 1862)	Dual Language Learners (DLLs) (n = 942)	DLLs Who Did Not Pass English Screener (n = 435)
Letter naming	89.3	84.4	82.0
Writing letters	64.4	62.9	57.5
Discuss new words	82.4	71.1	66.9
Dictate stories to adult	55.4	55.8	51.2
Work on phonics	67.4	67.5	64.2
Listen and see print	94.9	90.5	88.7
Listen/don't see the print	25.3	20.9	19.0
Retell stories	57.2	61.8	56.0
Conventions of print	75.8	75.3	73.5
Write own name	76.2	73.2	68.7
Learn about rhyming	50.2	54.5	53.6
Learn prepositions	67.6	69.8	72.2

Source: Fall 2006 FACES Teacher Interview.

Notes: Statistics are weighted to represent all children entering Head Start for the first time in fall 2006.

Children from monolingual English homes are children for whom English was the only language spoken in the home, as reported by parents. DLLs are children who live in homes where a language other than English (LOTE) was spoken in the home, regardless of which language was the primary language spoken by the family.

Table III.8. Daily or Almost Daily Frequency of Math Activities, as Reported by Head Start Classroom Teachers, Fall 2006

	Percent of Children		
Math Activity	Children From Monolingual English Homes (n = 1862)	Dual Language Learners (DLLs) (n = 942)	DLLs Who Did Not Pass English Screener (n = 435)
Count out loud	97.7	95.7	96.2
Geometric manipulatives	81.8	84.9	83.5
Counting manipulatives	83.6	80.1	78.3
Math-related games	62.2	70.4	67.9
Music to understand math	62.2	66.8	67.6
Movement/drama	54.2	62.4	64.8
Measuring instruments	51.9	52.2	56.1
Calendar-related activities	87.6	83.3	83.2
Telling time	48.8	54.6	53.2
Shapes and patterns	79.1	82.8	83.2

Source: Fall 2006 FACES Teacher Interview.

Notes: Statistics are weighted to represent all children entering Head Start for the first time in fall 2006.

Children from monolingual English homes are children for whom English was the only language spoken in the home, as reported by parents. DLLs are children who live in homes where a language other than English (LOTE) was spoken in the home, regardless of which language was the primary language spoken by the family.

Table III.9. Languages Used in Early Head Start Classrooms and Home Visits, Spring 2009

	Percentage of Children	
Characteristic	Children From Monolingual English Homes (n = 425)	Dual Language Learners (n = 220)
Languages Spoken by Adults During Home Visits		
English	100.0	70.2
Spanish	13.5	76.5
Other	1.4	4.1
Child's Home Language Used During Home Visits	100.0	89.3
Languages Spoken by Adults in Classroom		
English	99.8	98.4
Spanish	27.4	81.4
Other	4.1	7.4
Child's Home Language Used in Classroom	99.8	85.2
Non-English Language Spoken in Classroom By		
Lead teacher	21.6	69.1
Assistant teacher	15.0	47.2
Classroom aide	4.9	30.3
Volunteer/Non staff	2.3	19.2
Language Used Most Often to Read to Children in Classroom		
English	99.6	91.8
Spanish	0.4	8.2
Other language	0.0	0.0
How Teacher/Home Visitor Communicates with Families Who Speak a Language They Do Not Speak		
Use only English	75.2	51.6
Informal interpreter	66.7	66.7
Physical cues/gestures	66.4	74.4
Bilingual documents	5.9	7.5
Books/dictionaries	3.0	2.8
Draw pictures	3.2	6.7
Any other ways	13.6	14.3

Source: Spring 2009 Baby FACES Home Visitor, Program Director, Teacher Interviews.

Notes: Statistics are weighted to represent children near their first birthday who were enrolled in Early Head Start programs in spring 2009.

Children from monolingual English homes are children for whom English was the only language spoken in the home, as reported by parents. DLLs are children who live in homes where a language other than English (LOTE) was spoken in the home, regardless of which language was the primary language spoken by the family.

Table III.10. Languages Used in Head Start Classrooms, Fall 2006

	Percent of Children		
Characteristic	Children From Monolingual English Homes (n = 1862)	Dual Language Learners (DLLs) (n = 942)	DLLs Who Did Not Pass English Screener (n = 435)
Child's home language used for classroom instruction	99.9	59.5	65.5
Language(s) used for classroom instruction			
English	99.9	98.3	97.7
Spanish	11.0	58.2	66.5
Asian language	1.1	1.0	0.8
Other language	3.7	5.7	5.9

Source: Fall 2006 FACES Teacher Interview.

Notes: Statistics are weighted to represent all children entering Head Start for the first time in fall 2006.

Children from monolingual English homes are children for whom English was the only language spoken in the home, as reported by parents. DLLs are children who live in homes where a language other than English (LOTE) was spoken in the home, regardless of which language was the primary language spoken by the family.

Table III.11. Languages Used in Head Start Programs and by Staff, Fall 2006

	Percent of Children		
Characteristic	Children From Monolingual English Homes (n = 1862)	Dual Language Learners (DLLs) (n = 942)	DLLs Who Did Not Pass English Screener (n = 435)
Staff speaking child's home language available in program	NA	84.7	91.5
Child wants someone in program to speak his/her home language	NA	37.4	52.2

Source: Fall 2006 FACES Parent Interview.

Notes: Statistics are weighted to represent all children entering Head Start for the first time in fall 2006.

Children from monolingual English homes are children for whom English was the only language spoken in the home, as reported by parents. DLLs are children who live in homes where a language other than English (LOTE) was spoken in the home, regardless of which language was the primary language spoken by the family.

NA = not applicable

Table III.12. Language of Non-Supervisory Child Development Staff in Migrant and Seasonal Head Start (MSHS) and American Indian/Alaska Native (AI/AN) Programs (Percent of Staff), 2007-2008

	Mean % (SD)	Range
MSHS		
Proficient in a language other than English	57.0 (29.2)	0-100
AI/AN		
Proficient in a language other than English	20.6 (29.9)	0-100

Source: 2007-2008 PIR.

Notes: Non-supervisory child development staff includes teachers, assistant teachers, home-based visitors, and family child care teachers.

DLLs are children who live in homes where a language other than English is the primary language spoken by the family at home.

Table III.13. Home Visit Characteristics in Early Head Start, Spring 2009

Characteristics	Mean or Percent: Children From Monolingual English Homes (n=189)	Mean or Percent: Dual Language Learners (n=126)
Mean Number of Non-Focus Children Participating in Visit	**0.8**	**0.7**
Mean Number of Adults Participating in Visit	**1.6**	**1.0**
Home Visit Conducted in (Percent)		
English	99.4	37.1
Spanish	3.2	73.4
Other Language	1.2	0.0
If Home Visit Conducted in Language Other than English, Interpreter Used (Percent)	0.0	3.6
Length of Home Visit (minutes)	84.8	81.7
Home Visit Activities (Percent)		
Child/Parent Observation/Assessment	68.2	58.5
Feedback on Parent-Child Interactions	48.7	34.6
Provision of Education and/or Information	75.2	60.5
Problem Solving	40.8	35.0
Goal Setting/Planning	50.0	52.4
Crisis Intervention	9.7	3.3
Facilitate Parent-Child Interaction	42.5	50.0
Observation of Parent-Child Interactions	40.6	39.4
Provision of Emotional Support to Parent	33.8	29.2
Play	79.6	82.0
Other	5.1	2.8
Home Visit Time per Topic (Percent)		
Child-Focused Activities	47.6	50.1
Parent/Family-Focused Activities	17.7	18.4
Parent-Child-Focused Activities	13.5	15.7
Staff-Family Relationship-Building Activities	15.5	12.0
Crisis Management Activities	5.2	4.0
Alignment of Home Visit Activities with Planned Activities	4.3	4.3

Source: Spring 2009 Baby FACES Home Visit Observations.

Notes: Statistics are weighted to represent children near their first birthday who were enrolled in Early Head Start programs in spring 2009.

Children from monolingual English homes are children for whom English was the only language spoken in the home, as reported by parents. DLLs are children who live in homes where a language other than English (LOTE) was spoken in the home, regardless of which language was the primary language spoken by the family.

Table III.14. Observed Home Visit Quality in Early Head Start, Spring 2009

	Percent of Children	
Math Activity	Children From Monolingual English Homes (n = 189)	Dual Language Learners (n = 126)
HOVRS-A Overall Quality[a]	3.3	3.6
Visitor Strategies Quality	3.1	3.4
Responsiveness to Family	3.0	3.2
Relationship with Family	4.0	4.1
Faciltiation of Parent-Child Interaction	2.8	3.2
Non-Intrusiveness	2.7	3.2
Effectiveness Quality	3.5	3.8
Parent-Child Interaction	3.2	3.6
Parent Engagement	3.2	3.3
Child Engagement	4.1	4.6
Observer Rating of Visit Quality	3.2	3.7

Source: Spring 2009 Baby FACES Home Visit Observations.

Notes: Statistics are weighted to represent children near their first birthday who were enrolled in Early Head Start programs in spring 2009.

Children from monolingual English homes are children for whom English was the only language spoken in the home, as reported by parents. DLLs are children who live in homes where a language other than English (LOTE) was spoken in the home, regardless of which language was the primary language spoken by the family.

[a] HOVRS-A = Home Visit Rating Scales-Adapted

Table III.15. Disability Categories for Head Start Children with Disabilities, Fall 2006

	Percent of Children		
Characteristic	Children From Monolingual English Homes (n = 1862)	Dual Language Learners (DLLs) (n = 942)	DLLs Who Did Not Pass English Screener (n = 435)
Percent of Children			
Children with Disabilities	13.8	7.5	9.3
Percent of Children with Disabilities			
Speech or Language Impairment	73.3	76.0	81.8
Cognitive Impairment[a]	22.3	20.6	25.7
Behavioral/Emotional Impairment [b]	14.7	8.3	7.8
Sensory Impairment[c]	11.8	13.0	6.9
Physical Impairment[d]	8.5	4.2	4.8
Child has IEP or ISFP	38.2	53.1	52.8
Percent of Children with Disabilities Having Multiple Impairments	21.3	19.0	20.1

Source: Fall 2006 FACES Teacher Child Report.

Notes: Statistics are weighted to represent all children entering Head Start for the first time in fall 2006.

Teachers were asked whether a professional had indicated that the child had a developmental problem, delay or other special need, and to indicate the specific need or disability.

Percentages do not add to 100 because children can be reported to have more than one impairment across the impairment categories.

Children from monolingual English homes are children for whom English was the only language spoken in the home, as reported by parents. DLLs are children who live in homes where a language other than English (LOTE) was spoken in the home, regardless of which language was the primary language spoken by the family.

[a] Cognitive Impairment includes the following: mental retardation, autism/pervasive developmental

[b] Behavioral/Emotional Impairment includes behavior problems, hyperactivity, and ADHD.

[c] Sensory Impairment includes: deafness, other hearing impairment, blindness, and other visual impairment.

[d] Physical Impairment includes motor impairment.

Table III.16. Services Provided by Early Head Start Programs, Referral, or Community Partners[a], Spring 2009

	Percent of Children	
Type of Service	Children From Monolingual English Homes (n=425)	Dual Language Learners (n=220)
Employment assistance	97.3	99.4
Education or job training	98.9	99.4
Legal assistance	97.0	99.6
Housing assistance	100.0	100.0
Financial counseling	100.0	100.0
Family literacy services	100.0	100.0
Pediatrician services	97.6	98.9
Adult health care	95.4	98.7
Disability services for parents	93.6	98.1
Dental care	98.3	98.9
Substance abuse services	98.4	100.0
Mental health screenings	98.9	99.4
Mental health assessments	100.0	100.0
Therapy	100.0	100.0
Care coordination	94.5	98.2
Staff consultation/follow-up	100.0	100.0
Training/Technical assistance/Support for staff	8.5	9.4
Training/Awareness/Support groups for families	13.1	19.9
Other mental health service	8.1	15.5

Source: Spring 2009 Baby FACES Program Director Interview.

Notes: Statistics are weighted to represent children near their first birthday who were enrolled in Early Head Start programs in spring 2009.

Children from monolingual English homes are children for whom English was the only language spoken in the home, as reported by parents. DLLs are children who live in homes where a language other than English (LOTE) was spoken in the home, regardless of which language was the primary language spoken by the family.

[a] For each service, program directors were asked to indicate whether the service was provided directly by Early Head Start staff, by a referral, or by a community partner on- or off-site.

Table III.17. Early Head Start Program Services Offered for Dual Language Learners (DLLs), Spring 2009

Services for DLLs	Percent of Children: Children From Monolingual English Homes (n=425)	Percent of Children: Dual Language Learners (n=220)
Program offers or makes available any of the following services for DLLs	79.1	98.4
Services offered, among programs offering services for DLLs		
Assessment of English	50.0	55.7
Assessment of reading/writing	48.1	53.7
Activities/workshops for parents	49.3	64.3
Help applying for medical insurance	90.0	98.9
Help scheduling pre-k screening	81.8	89.6
Information about Head Start	94.1	100.0
Information about adult ESL	90.8	98.1
Information on community resources	92.7	99.6
Help obtaining health services	94.1	100.0

Source: Spring 2009 Baby FACES Program Director Interview.

Notes: Statistics are weighted to represent children near their first birthday who were enrolled in Early Head Start programs in spring 2009.

Children from monolingual English homes are children for whom English was the only language spoken in the home, as reported by parents. DLLs are children who live in homes where a language other than English (LOTE) was spoken in the home, regardless of which language was the primary language spoken by the family.

Table III.18. Early Head Start Parent Education and Training Experiences and Family Receipt of Community Services, Spring 2009

Characteristic	Percent of Children	
	Children From Monolingual English Homes (n=425)	Dual Language Learners (n=220)
Mother currently enrolled in program, course, class, or workshop	31.4	21.5
Father currently enrolled in program, course, class, or workshop	13.9	9.5
Head Start helped mother take or locate programs, courses, classes, or workshops	12.2	18.8
Head Start helped father take or locate programs, courses, classes, or workshops	3.4	9.4
During past year family received		
Help finding good child care	20.6	20.5
Help getting to and from work or other places	14.0	11.0
Disability services	5.5	4.7
Short-term help getting or paying for things you need in an emergency	16.7	12.8
Help finding a job	9.1	10.5
Education or job training	9.5	10.2
Help with a legal problem	5.8	3.0
Help finding or paying for housing	11.0	7.9
Counseling on how to manage money	10.2	8.7
Training on how to read and write	1.5	6.4
Classes to learn English	0.9	23.1
Health services	15.4	33.0

Source: Spring 2009 Baby FACES Parent Interview.

Notes: Statistics are weighted to represent children near their first birthday who were enrolled in Early Head Start programs in spring 2009.

Children from monolingual English homes are children for whom English was the only language spoken in the home, as reported by parents. DLLs are children who live in homes where a language other than English (LOTE) was spoken in the home, regardless of which language was the primary language spoken by the family.

Table III.19. Types of Services Head Start Programs Provide Families, Spring 2007

Characteristic	Percent of Children: Children From Monolingual English Homes (n = 1862)	Dual Language Learners (DLLs) (n = 942)	DLLs Who Did Not Pass English Screener (n = 435)
Head Start helped parent find a regular health care provider for child	5.9	10.9	8.1
Head Start provided information on health care providers	59.7	75.4	57.6
Head Start made referrals to health care providers	32.2	19.6	37.3
Head Start provided health care directly	5.9	3.3	5.2
Head Start provided other type of assistance in finding health care providers	2.2	1.7	0.0
Community or government services family currently receives			
Help with housing	11.6	3.8	4.8
Training for a job	2.4	1.9	1.6
Help finding a job	4.0	2.8	2.5
Help to go to school or college	6.1	5.2	5.8
ESL classes	0.6	15.2	15.3
Transportation to or from work or training	1.6	1.8	1.7
Child care	8.4	4.9	3.4
Alcohol or drug treatment or counseling	0.4	0.4	0.3
Advice from a lawyer	2.8	0.7	0.4
Mental health services or counseling	3.5	1.6	1.1
Help dealing with family violence	0.8	1.5	1.2
Help or counseling for other family problems	2.4	1.4	0.6
Dental or orthodontic care	12.4	8.3	8.9
Head Start made parents aware of or helped them obtain			
Housing	1.1	0.3	0.4
Job training, Job search assistance, Transportation to or from work or training	0.8	0.4	0.4
School assistance	0.6	0.1	
ESL classes	0.1	3.0	3.0
Child care	0.7	0.4	0.1
Counseling or other assistance (includes Alcohol or drug treatment or counseling, Legal advice, Mental health services, Help dealing with family violence, and Help or counseling for other family problems)	1.0	0.6	0.4
Dental or orthodontic care	2.9	2.0	1.8
One or more of these services (type not specified)	4.4	5.2	6.3
Any of these services	11.6	11.9	12.5
None of these services	88.4	88.1	87.5

Source: Spring 2007 FACES Parent Interview.

Notes: Statistics are weighted to represent all children entering Head Start for the first time in fall 2006 and who were still enrolled in spring 2007.

Children from monolingual English homes are children for whom English was the only language spoken in the home, as reported by parents. DLLs are children who live in homes where a language other than English (LOTE) was spoken in the home, regardless of which language was the primary language spoken by the family.

Table III.20. Head Start Children's Parents' Participation in Education and Training Activities, Spring 2007

Characteristic	Percent of Children		
	Children From Monolingual English Homes (n = 1862)	Dual Language Learners (DLLs) (n = 942)	DLLs Who Did Not Pass English Screener (n = 435)
Mother currently enrolled in program, course, class, or workshop	28.8	18.9	17.6
Father currently enrolled in program, course, class, or workshop	17.4	9.1	5.3
Head Start helped mother take or locate programs, courses, classes, or workshops	2.5	5.9	4.6
Head Start helped father take or locate programs, courses, classes, workshops	0.2	0.6	0.7

Source: Spring 2007 FACES Parent Interview.

Notes: Statistics are weighted to represent all children entering Head Start for the first time in fall 2006 and who were still enrolled in spring 2007.

Estimates in this table reflect the characteristics of children's parents after the child's first (or only) year in the Head Start program.

Children from monolingual English homes are children for whom English was the only language spoken in the home, as reported by parents. DLLs are children who live in homes where a language other than English (LOTE) was spoken in the home, regardless of which language was the primary language spoken by the family.

Table III.21. Percentage of Families Who Received Family Services Through the Program Or Through Referrals within Migrant and Seasonal Head Start (MSHS) Programs, 2007-2008

Service	Percent of Families
Emergency/crisis intervention (meeting immediate needs for food, clothing, or shelter)	12.0
Housing assistance (subsidies, utilities, repairs, etc.)	5.0
Transportation assistance	15.8
Mental health services	9.6
English as a Second Language (ESL) training	14.8
Adult education (GED programs, college selection)	7.6
Job training	4.2
Substance abuse prevention or treatment	4.7
Child abuse and neglect services	6.8
Domestic violence services	4.5
Child support services	1.2
Health education (including prenatal education)	38.8
Assistance to families of incarcerated individuals	0.9
Parenting education	42.1
Marriage education services	3.9
At least one of the services listed above	58.0

Source: 2007-2008 PIR.

Notes: Head Start, Early Head Start, and MSHS are mutually exclusive program types.

DLLs are children who live in homes where a language other than English is the primary language spoken by the family at home.

Table III.22. Percentage of Children Who Were Served by the Mental Health (MH) Professional(s) within Migrant and Seasonal Head Start (MSHS) Programs, 2007-2008

Mental Health Service	Percent of Children
MH professional consulted with program staff about the child's behavior/mental health	5.5
MH professionals provided three or more consultations with program staff	1.3
MH professional consulted with parent(s) about the child's behavior/mental health	1.4
MH professionals provided three or more consultations with parent(s)	0.7
MH professional provided an individual mental health assessment	1.1
MH professional facilitated a referral for MH services	0.9
Referred for MH services outside of the program	0.8
% of children who received MH services	0.4

Source: 2007-2008 PIR.

Note: DLLs are children who live in homes where a language other than English is the primary language spoken by the family at home.

Table III.23. Early Head Start Family Activities and Events, Spring 2009

Type of Activity	Percent of Children: Children From Monolingual English Homes (n=425)	Percent of Children: Dual Language Learners (n=220)
Group socializations[a]	100.0	100.0
Events for the entire family	100.0	100.0
Workshops on parenting	99.3	100.0
Materials or workshops on child sleep practices	97.1	96.6
Literacy activities	5.0	10.9
Transition activities	7.5	0.6
Other activities	9.6	8.8
Activities to involve fathers or father figures		
Events or activities specifically for fathers	76.3	67.1
Efforts to include fathers in home visits or group socializations	96.8	97.4
Employment or job training services for fathers	46.6	38.5

Source: Spring 2009 Baby FACES Program Director Interview.

Notes: Statistics are weighted to represent children near their first birthday who were enrolled in Early Head Start programs in spring 2009.

Children from monolingual English homes are children for whom English was the only language spoken in the home, as reported by parents. DLLs are children who live in homes where a language other than English (LOTE) was spoken in the home, regardless of which language was the primary language spoken by the family.

[a]Among home-based or combination programs.

Table III.24. Family Involvement in Early Head Start Program Activities, Spring 2009

Activity	Percent of Children: Children From Monolingual English Homes (n=425)	Percent of Children: Dual Language Learners (n=220)
Family attended group activities for parents and their children	67.8	79.5
Family attended workshops on job skills	13.5	31.0
Family attended parent education meetings or workshops on raising children	36.5	57.3
Family attended events just for men/fathers	11.8	17.7
Family volunteered in an Early Head Start classroom	36.8	47.3
Family attended an Early Head Start social event	61	63.7
Family participated on the Policy Council	15.9	15.7
Family volunteered to help out at program or served on a committee, but not in a classroom or on Policy Council	19	19.7
Family took part in center activities in some other way	20.3	9.2

Source: Spring 2009 Baby FACES Parent Interview.

Notes: Statistics are weighted to represent children near their first birthday who were enrolled in Early Head Start programs in spring 2009.

Children from monolingual English homes are children for whom English was the only language spoken in the home, as reported by parents. DLLs are children who live in homes where a language other than English (LOTE) was spoken in the home, regardless of which language was the primary language spoken by the family.

Table III.25. Satisfaction with Head Start, Spring 2007

Characteristic	Percent of Children: Children From Monolingual English Homes (n = 1862)	Dual Language Learners (DLLs) (n = 942)	DLLs Who Did Not Pass English Screener (n = 435)
Parent Very Satisfied With Head Start in:			
Helping child develop	82.9	87.9	87.7
Identifying/providing services	83.1	82.4	82.3
Maintaining a safe program	86.9	84.4	83.5
Preparing child for kindergarten	82.1	86.0	86.5
Parent Satisfaction With Head Start - Child Related Subscale[a]			
Mean	3.80	3.82	3.83
Possible response range	1-4	1-4	1-4
Parent Very Satisfied With Head Start in:			
Being open to parent's participation	75.6	78.9	78.7
Respecting culture and background	83.98	83.82	83.76
Identifying/providing familiy services	64.78	60.42	59.04
Supporting community involvement	55.9	63.3	65.4
Parent Satisfaction With Head Start - Family Related Subscale[b]			
Mean	3.62	3.64	3.65
Possible response range	1-4	1-4	1-4
Experiences Parents Report "Always":			
Child feels safe in Head Start (A)	86.7	87.2	87.2
Child gets lots of individual attention (B)	54.4	61.2	60.4
Teacher open to new information (C)	78.9	82.4	84.6
Child happy in Head Start (D)	82.3	88.6	88.9
Teacher warm towards child (E)	84.3	83.5	82.5
Child treated with respect by teachers (F)	89.0	90.0	90.5
Teacher takes interest in child (G)	83.4	84.9	85.0
Child feels accepted by teacher (H)	87.7	89.1	89.8
Teacher supportive of parent (I)	87.7	86.4	86.8
Parent feels welcomed by teacher (K)	88.7	91.8	93.1
Teacher handles discipline matters easily without being harsh (L)	85.0	85.0	84.9
Teacher seems happy and content (M)	82.8	87.7	89.4
Aide warm towards child (N)	86.4	88.6	90.5
Parent and Child Experiences in Head Start[c]			
Mean	3.76	3.78	3.78
Possible response range	1-4	1-4	1-4

Source: Spring 2007 FACES Parent Interview.

Notes: Statistics are weighted to represent all children entering Head Start for the first time in fall 2006 and who were still enrolled in spring 2007.

Children from monolingual English homes are children for whom English was the only language spoken in the home, as reported by parents. DLLs are children who live in homes where a language other than English (LOTE) was spoken in the home, regardless of which language was the primary language spoken by the family.

[a]The Child Related Subscale is based on items A, D, F, and G. For each item, a response of "Very Dissatisfied" contributed 1 point to the scale, "Somewhat Dissatisfied" contributed 2 points, "Somewhat Satisfied" contributed 3 points, and "Very Satisfied" contributed 4 points to the scale.

[b]The Family Related Subscale is based on items B, C, E, and H. For each item, a response of "Very Dissatisfied" contributed 1 point to the scale, "Somewhat Dissatisfied" contributed 2 points, "Somewhat Satisfied" contributed 3 points, and "Very Satisfied" contributed 4 points to the scale.

[c]This composite is based on the 13 items listed above it. For each item, a response of "Never" contributed 1 point to the scale, "Sometimes" contributed 2 points, "Often" contributed 3 points, and "Always" contributed 4 points to the scale.

Table III.26. Characteristics of Early Head Start Program's Formal Written Partnerships, Spring 2009

	Percent of Children		
Characteristic	Monolingial English Home in Home n=425	Language Other than English in Home (LOTE) n=258	Primary Language Other than English in Home (LOTE-P) n=220
Program has a formal written partnership with child care provider	36.6	37.6	39.2
Program has a formal written partnership with a Part C agency	96.2	73.7	71.7

Source: Spring 2009 Baby FACES Program Director Interview.

Notes: Statistics are weighted to represent children near their first birthday who were enrolled in Early Head Start programs in spring 2009.

Children from monolingual English homes are children for whom English was the only language spoken in the home, as reported by parents. DLLs are children who live in homes where a language other than English (LOTE) was spoken in the home, regardless of which language was the primary language spoken by the family.

Table IV.1. Early Head Start Teacher Demographic and Background Characteristics, Spring 2009

	Percent of Children		
Teacher Background	Children From Monolingual English Homes (n = 217)		Dual Language Learners (n = 78)
Gender			
Female	100.0		100.0
Male	0.0		0.0
Race/Ethnicity			
White	60.3	82.1	26.0
African-American	24.4	9.0	14.3
Hispanic/Latino	9.3	4.2	50.2
AI/AN	0.7	0.6	0.0
Asian or Pacific Islander	0.9	0.6	1.1
Multi-Racial/Bi-Racial	3.5	3.0	6.8
Other	0.7	0.5	1.6
Mean CES-D Short Form Scale Score[a]	2.9		4.1
CES-D Short Form Categories			
Not depressed	80.3		75.1
Mildly depressed	16.1		8.5
Moderately depressed	0.9		10.8
Severely depressed	2.6		5.6

Source: Spring 2009 Baby FACES Caregiver Interview.

Notes: Statistics are weighted to represent children near their first birthday who were enrolled in Early Head Start programs in spring 2009.

Children from monolingual English homes are children for whom English was the only language spoken in the home, as reported by parents. DLLs are children who live in homes where a language other than English (LOTE) was spoken in the home, regardless of which language was the primary language spoken by the family.

[a] The Center for Center for Epidemiologic Studies Depression Scale (CES-D; Radloff 1977). Total score can range from 0 to 36. Scores ranging from 0 to 4 are coded as Not Depressed; from 5 to 9 as Mildly Depressed; from 10 to 14 as Moderately Depressed; and 15 and above as Severely Depressed.

Table IV.2. Early Head Start Home Visitor[a] Demographic and Background Characteristics, Spring 2009

Home Visitor[a] Background	Percent of Children: Children From Monolingual English Homes (n = 198)	Percent of Children: Dual Language Learners (n = 136)
Gender		
Female	99.1	100.0
Male	0.9	0.0
Race/Ethnicity		
White, non-Hispanic	82.1	16.7
African-American, non-Hispanic	9.0	3.0
Hispanic/Latino	4.2	73.0
American Indian or Alaska Native, non-Hispanic	0.6	1.8
Asian or Pacific Islander	0.6	1.8
Multi-Racial/Bi-Racial, non-Hispanic	3.0	2.9
Other	0.5	0.8
Mean CES-D Short Form Scale Score[b]	3.7	2.6
CES-D Short Form Categories		
Not depressed	66.1	78.5
Mildly depressed	22.1	17.4
Moderately depressed	10.8	4.1
Severely depressed	1.0	0.0

Source: Spring 2009 Baby FACES Home Visitor Interview.

Note: Statistics are weighted to represent children near their first birthday who were enrolled in Early Head Start programs in spring 2009.

Children from monolingual English homes are children for whom English was the only language spoken in the home, as reported by parents. DLLs are children who live in homes where a language other than English (LOTE) was spoken in the home, regardless of which language was the primary language spoken by the family.

[a] The term "home visitor" refers to frontline staff working in a home-based setting with primary responsibility for one or more children.

[b] The Center for Center for Epidemiologic Studies Depression Scale (CES-D; Radloff 1977). Total score can range from 0 to 36. Scores ranging from 0 to 4 are coded as Not Depressed; from 5 to 9 as Mildly Depressed; from 10 to 14 as Moderately Depressed; and 15 and above as Severely Depressed.

Table IV.3. Lead Head Start Teacher Demographic Characteristics and Depressive Symptoms, Fall 2006

	Percent of Children		
Teacher Background	Children From Monolingual English Homes (n = 1862)	Dual Language Learners (DLLs) (n = 942)	DLLs Who Did Not Pass English Screener (n = 435)
Gender			
Female	97.1	99.6	99.7
Male	2.9	0.4	0.3
Age			
18 – 29	17.7	16.3	18.2
30 – 39	24.7	28.7	37.3
40 - 49	33.8	31.0	22.0
50 - 59	19.8	21.0	19.5
60 or Older	4.0	3.1	3.0
Race/Ethnicity			
White, non-Hispanic	47.2	29.4	26.7
African-American, non-Hispanic	44.6	14.9	12.2
Hispanic/Latino	5.9	47.1	53.8
American Indian or Alaska Native, non-Hispanic	0.1	2.1	2.8
Asian or Pacific Islander	0.9	3.3	2.5
Multi-Racial/Bi-Racial, non-Hispanic	0.4	1.1	0.9
Other	0.9	2.0	1.1
Mean CES-D Short Form Scale Score[a]	4.6	3.9	4.1
CES-D Short Form Categories			
Not depressed	60.9	71.0	71.8
Mildly depressed	25.5	17.3	14.8
Moderately depressed	9.4	6.6	7.4
Severely depressed	4.2	5.1	6.0

Source: Fall 2006 FACES Teacher Interview.

Notes: Statistics are weighted to represent all children entering Head Start for the first time in fall 2006.

Children from monolingual English homes are children for whom English was the only language spoken in the home, as reported by parents. DLLs are children who live in homes where a language other than English (LOTE) was spoken in the home, regardless of which language was the primary language spoken by the family.

[a] The Center for Center for Epidemiologic Studies Depression Scale (CES-D; Radloff 1977). Total score can range from 0 to 36. Scores ranging from 0 to 4 are coded as Not Depressed; from 5 to 9 as Mildly Depressed; from 10 to 14 as Moderately Depressed; and 15 and above as Severely Depressed.

Table IV.4. Early Head Start Teacher Qualifications and Earnings, Spring 2009

Teacher Education and Credentials	Percent of Children: Children From Monolingual English Homes (n = 217)	Percent of Children: Dual Language Learners (DLLs) (n = 78)
Years Working in Early Head Start		
0-1 Years	9.0	3.7
1-2 Years	25.7	26.1
3-4 Years	25.5	22.3
5-9 Years	27.0	33.5
10+ Years	12.8	14.3
Highest Level of Education		
Less than High School	1.8	3.1
High School Diploma or Equivalent	5.8	12.8
Some College	24.4	28.8
Associate's Degree (AA)	36.8	24.7
Bachelor's Degree (BA)	30.1	30.6
Graduate or Professional Degree	0.9	0.0
Field of Study Includes Early Childhood Education or Child Development	65.3	44.5
Has a CDA[a]	48.9	67.6
Has a State-Awarded Preschool Certificate or License	37.0	37.0
Currently Enrolled in Child Care Related Training	50.8	51.6
Teacher Experience		
Mean Years Working in Early Head Start	4.7	5.1
Mean Years Teaching/Caring for Infants/Toddlers	7.7	5.8

Source: Spring 2009 Baby FACES Teacher Interview.

Notes: Statistics are weighted to represent children near their first birthday who were enrolled in Early Head Start programs in spring 2009.

Children from monolingual English homes are children for whom English was the only language spoken in the home, as reported by parents. DLLs are children who live in homes where a language other than English (LOTE) was spoken in the home, regardless of which language was the primary language spoken by the family.

[a] CDA = Child Development Associate credential

Table IV.5. Early Head Start Home Visitor[a] Qualifications and Earnings, Spring 2009

Home Visitor[a] Education and Credentials	Percent of Children: Children From Monolingual English Homes (n = 198)	Percent of Children: Dual Language Learners (n = 136)
Years Working in Early Head Start		
0-1 Years	7.5	11.3
1-2 Years	18.8	30.3
3-4 Years	15.0	15.3
5-9 Years	40.7	37.8
10+ Years	18.0	5.3
Highest Level of Education		
Less than High School	2.1	1.8
High School Diploma or Equivalent	0.9	2.1
Some College	15.6	24.8
Associate's Degree (AA)	25.8	24.4
Bachelor's Degree (BA)	44.8	38.3
Graduate or Professional Degree	10.8	8.7
Field of Study Includes Early Childhood Education	72.2	64.2
Has a CDA	40.5	45.0
Has a State-Awarded Certificate	32.4	45.0
Currently Enrolled in Child Care Related Training	32.4	35.7
Home Visitor Experience		
Mean Years Working in Early Head Start	5.6	4.4
Mean Years Teaching/Caring for Infants/Toddlers	10.3	6.9

Source: Spring 2009 Baby FACES Home Visitor Interview.

Notes: Statistics are weighted to represent children near their first birthday who were enrolled in Early Head Start programs in spring 2009.

Children from monolingual English homes are children for whom English was the only language spoken in the home, as reported by parents. DLLs are children who live in homes where a language other than English (LOTE) was spoken in the home, regardless of which language was the primary language spoken by the family.

[a] The term "home visitor" refers to frontline staff working in a home-based setting with primary responsibility for one or more children.

Table IV.6. Lead Head Start Teacher Qualifications and Earnings, Fall 2006

Teacher Education, Credentials, and Earnings	Percent of Children		
	Children From Monolingual English Homes (n = 1862)	Dual Language Learners (DLLs) (n = 942)	DLLs Who Did Not Pass English Screener (n = 435)
Years Teaching in Head Start			
1-2 Years	17.0	15.1	16.3
3-4 Years	12.3	10.5	7.3
5-9 Years	40.3	33.4	37.6
10+ Years	30.4	41.0	38.8
Highest Level of Education			
High School Diploma or Equivalent	2.2	4.5	4.1
Some College	16.2	8.9	8.6
Associate's Degree (AA)	36.4	49.5	56.1
Bachelor's Degree (BA)	41.8	33.6	27.1
Graduate or Professional Degree	3.4	3.4	4.1
Of Those with an AA or Higher, Highest Degree is in Early Childhood Education	45.5	28.3	28.0
Of Those with an AA or Higher, Completed 6+ Courses in Early Childhood Education[a]	91.8	88.0	89.2
Has a CDA	53.8	59.5	60.2
Has a State-Awarded Preschool Certificate	22.9	46.8	45.7
Has a Teaching Certificate or License	36.4	59.0	56.4
Currently Enrolled in Teacher Related Training	39.2	41.6	43.8
	Average Experience and Salary of Children's Teachers		
Mean Years Teaching in Head Start	8.49	8.59	8.47
Mean Years in Current Program	8.06	7.65	7.55
Mean Years Teaching	12.08	12.66	12.48
Mean Annual Salary (in dollars)	22,473.05	26,580.18	26,295.90

Source: Fall 2006 FACES Teacher Interview.

Notes: Statistics are weighted to represent all children entering Head Start for the first time in fall 2006.

Children from monolingual English homes are children for whom English was the only language spoken in the home, as reported by parents. DLLs are children who live in homes where a language other than English (LOTE) was spoken in the home, regardless of which language was the primary language spoken by the family.

[a]Includes coursework in early childhood education regardless of academic major.

Table IV.7. Early Head Start Program Manager/Supervisor Education and Credentials, Spring 2009

	Percent of Children	
Program Manager/Supervisor Education and Credentials	Children From Monolingual English Homes (n = 425)	Dual Language Learners (n = 220)
Highest Level of Education		
High School or GED	8.4	11.1
AA Degree	10.8	13.9
BA Degree	56.1	47.6
Postgraduate Degree	25.4	27.4
Has a CDA	0.8	2.5
Has a State-Awarded Preschool Certificate or License	3.0	4.3

Source: Spring 2009 Baby FACES Program Director Self-Administered Questionnaire.

Notes: Statistics are weighted to represent children near their first birthday who were enrolled in Early Head Start programs in spring 2009.

Children from monolingual English homes are children for whom English was the only language spoken in the home, as reported by parents. DLLs are children who live in homes where a language other than English (LOTE) was spoken in the home, regardless of which language was the primary language spoken by the family.

Table IV.8. Head Start Center Director Qualifications and Earnings, Fall 2006

	Percent of Children		
Center Director Education, Credentials, and Salary	Children From Monolingual English Homes (n = 1862)	Dual Language Learners (DLLs) (n = 942)	DLLs Who Did Not Pass English Screener (n = 435)
Highest Level of Education			
High School Diploma or Equivalent	4.5	6.5	8.1
Associate's Degree (AA)	12.8	21.2	26.7
Bachelor's Degree (BA)	49.6	28.8	28.0
Graduate or Professional Degree	33.1	43.5	37.2
Of Those with an AA or Higher, Highest Degree is in Early Childhood Education	20.6	11.6	10.3
Of Those with an AA or Higher, Completed 6+ Courses in Early Childhood Education[a]	97.2	93.8	94.3
Has a Child Development Associate (CDA)	38.7	46.6	51.9
Has a State-Awarded Preschool Certificate	24.3	29.5	30.8
Has a Teaching Certificate or License	37.2	52.8	56.8
Mean Years Working in Head Start	13.73	11.39	11.99
Mean Years in Current Program	12.04	8.79	9.60
Mean Annual Salary (in dollars)	39,341	46,353	44,656

Source: Fall 2006 FACES Center Director Interview.

Notes: Statistics are weighted to represent all children entering Head Start for the first time in fall 2006.

Children from monolingual English homes are children for whom English was the only language spoken in the home, as reported by parents. DLLs are children who live in homes where a language other than English (LOTE) was spoken in the home, regardless of which language was the primary language spoken by the family.

[a] Includes coursework in early childhood education regardless of academic major.

Table IV.9. Head Start Education Coordinator Qualifications and Earnings, Fall 2006

Education Coordinator Education, Credentials, and Earnings	Percent of Children		
	Children From Monolingual English Homes (n = 1862)	Dual Language Learners (DLLs) (n = 942)	DLLs Who Did Not Pass English Screener (n = 435)
Highest Level of Education			
High School Diploma or Equivalent	0.9	0.8	1.5
Associate's Degree (AA)	5.7	2.2	1.0
Bachelor's Degree (BA)	46.0	34.4	35.9
Graduate or Professional Degree	47.4	62.6	61.5
Of Those with an AA or Higher, Highest Degree is in Early Childhood Education	47.9	16.8	20.2
Of Those with an AA or Higher, Completed 6+ Courses in Early Childhood Education[a]	97.6	97.9	97.7
Has a Child Development Associate (CDA)	37.3	42.9	37.2
Has a State-Awarded Preschool Certificate	42.9	47.2	48.5
Has a Teaching Certificate or License	53.7	63.2	64.9
Mean Years Working in Head Start	15.25	14.32	15.40
Mean Years in Current Program	12.99	14.33	16.01
Mean Annual Salary (in dollars)	41,178	56,071	57,219

Source: Fall 2006 FACES Education Coordinator Interview.

Notes: Statistics are weighted to represent all children entering Head Start for the first time in fall 2006.

Children from monolingual English homes are children for whom English was the only language spoken in the home, as reported by parents. DLLs are children who live in homes where a language other than English (LOTE) was spoken in the home, regardless of which language was the primary language spoken by the family.

[a]Includes coursework in early childhood education regardless of academic major.

Table IV.10. Early Head Start Program Director Education and Credentials, Spring 2009

Program Director Education and Credentials	Percent of Children: Children From Monolingual English Homes (n = 425)	Percent of Children: Dual Language Learners (n = 220)
Highest Level of Education		
High School Diploma or Equivalent	4.3	5.8
Associate's Degree (AA)	6.8	4.4
Bachelor's Degree (BA)	36.5	26.4
Graduate or Professional Degree	52.4	63.4
Has a CDA[a]	0.0	0.0
Has a State-Awarded Preschool Certificate or License	0.6	1.5

Source: Spring 2009 Baby FACES Program Director Self-Administered Questionnaire.

Notes: Statistics are weighted to represent children near their first birthday who were enrolled in Early Head Start programs in spring 2009.

Children from monolingual English homes are children for whom English was the only language spoken in the home, as reported by parents. DLLs are children who live in homes where a language other than English (LOTE) was spoken in the home, regardless of which language was the primary language spoken by the family.

[a] CDA = Child Development Associate credential

Table IV.11. Head Start Program Director Qualifications and Earnings, Fall 2006

Program Director Education, Credentials, and Salary	Percent of Children: Children From Monolingual English Homes (n = 1862)	Dual Language Learners (DLLs) (n = 942)	DLLs Who Did Not Pass English Screener (n = 435)
Highest Level of Education			
High School Diploma or Equivalent	3.1	5.0	6.3
Associate's Degree (AA)	0.0	0.0	0.0
Bachelor's Degree (BA)	37.1	23.8	30.0
Graduate or Professional Degree	59.8	71.2	63.7
Of Those with an AA or Higher, Highest Degree is in Early Childhood Education	11.5	5.0	5.1
Of Those with an AA or Higher, Completed 6+ Courses in Early Childhood Education[a]	75.8	97.1	97.6
Mean Years Working in Head Start	16.88	17.68	18.96
Mean Years in Current Program	12.60	14.83	15.24
Mean Annual Salary (in dollars)	60,766	81,812	82,786

Source: Fall 2006 FACES Program Director Interview.

Notes: Statistics are weighted to represent all children entering Head Start for the first time in fall 2(

Children from monolingual English homes are children for whom English was the only language spoken in the home, as reported by parents. DLLs are children who live in homes where a language other than English (LOTE) was spoken in the home, regardless of which language was the primary language spoken by the family.

[a]Includes coursework in early childhood education, regardless of academic major.

Table IV.12. Early Head Start Staff Turnover and Seniority, Spring 2009

Characteristic	Percent or Mean	
	Children From Monolingual English Homes (n=425)	Dual Language Learners (n=220)
Turnover rate among frontline staff (Percent of staff who left program in past 12 months)		
Teachers	16.8	13.6
Home visitors	15.6	14.9
Percent of programs in which a director, coordinator, or manager left in the past 12 months	46.2	55.7
Mean number of directors, coordinators, or managers who left in the past 12 months[a]	**1.5**	1.6
Reasons directors/coordinators left (Percent of programs)[a]		
Change in careers	22.4	25.5
Higher compensation/better benefits	28.7	28.9
Firing/layoff	21.8	16.2
Maternity leave	6.2	9.7
Personal reasons	48.7	45.7
Other	6.8	10.4
Range in seniority among teachers		
Low end of range (mean)	0.7	0.8
High end of range (mean)	10.5	10.1
Range in seniority among home visitors		
Low end of range (mean)	1.6	1.1
High end of range (mean)	8.5	7.2
Range in seniority among directors/assistant directors		
Low end of range (mean)	8.8	7.1
High end of range (mean)	11.5	9.8
Range in seniority among coordinators		
Low end of range (mean)	4.2	2.4
High end of range (mean)	12.2	10

Source: Spring 2009 Program Director interview.

Notes: Statistics are weighted to represent children near their first birthday who were enrolled in Early Head Start programs in spring 2009.

Children from monolingual English homes are children for whom English was the only language spoken in the home, as reported by parents. DLLs are children who live in homes where a language other than English (LOTE) was spoken in the home, regardless of which language was the primary language spoken by the family.

[a] Among programs in which directors/coordinators/managers left.

Table VI.1. Early Head Start Teacher- and Home Visitor Reported MacArthur-Bates Communicative Development Inventory (CDI) Raw Scores, Spring 2009

	Mean	
	Children From Monolingual English Homes	Dual Language Learners
	(n = 425)	(n = 220)
CDI (English) Raw Score		
Vocabulary Comprehension	33.2	22.4
Vocabulary Production	3.6	1.3
CDI (Spanish) Raw Score		
Vocabulary Comprehension	NA	35.6
Vocabulary Production	NA	2.3
CDI Conceptual Score[a] (English and Spanish)		
Vocabulary Comprehension	NA	41.2
Vocabulary Production	NA	3.2

Source: Spring 2009 Baby FACES Staff-Child Report (SCR)

Notes: In Early Head Start parlance, the term "home visitor" refers to frontline staff working in a home-based setting with primary responsibility for one or more children.

Teachers rate children in center-based settings on the CDI, while home visitors rate children receiving home-based services.

Children from monolingual English homes are children for whom English was the only language spoken in the home, as reported by parents. DLLs are children who live in homes where a language other than English (LOTE) was spoken in the home, regardless of which language was the primary language spoken by the family.

Statistics are weighted to represent children near their first birthdays who are enrolled in Early Head Start programs in spring 2009.

NA = not applicable

[a] Using a conceptual scoring approach, a child is coded as understanding or producing the word concept for each word in an 89-word checklist if the Early Head Start staff report that the child understood or produced the word in English and/or Spanish.

Table VI.2. Early Head Start Parent- and Staff- Reported Brief Infant Toddler Social and Emotional Assessment (BITSEA) Scores, Spring 2009

	Mean	
	Children From Monolingual English Homes	DLLs
	(n = 425)	(n = 220)
Parent-Reported BITSEA Raw Score		
Problem Domain	9.6	11.8
Competence Domain	16.3	15.9
Staff-Reported BITSEA Raw Score		
Problem Domain	6.4	5.7
Competence Domain	12.7	12.8
Parent-Reported BITSEA Cut-Off Score		
Problem Domain	23.0	34.2
Competence Domain	7.6	15.3
Staff-Reported BITSEA Cut-Off Score		
Problem Domain	15.3	9.8
Competence Domain	13.6	20.1
Parent-Reported BITSEA Screen Positive[a]	28.5	43.0
Staff-Reported BITSEA Screen Positive[a]	24.9	24.6

Source: Spring 2009 Baby FACES Parent Interview and Staff-Child Report (SCR).

Notes: Statistics are weighted to represent children near their first birthday who were enrolled in Early Head Start programs in spring 2009.

Children from monolingual English homes are children for whom English was the only language spoken in the home, as reported by parents. DLLs are children who live in homes where a language other than English (LOTE) was spoken in the home, regardless of which language was the primary language spoken by the family.

[a] The "Screen Positive" indicator for the BITSEA combines cutoffs for the Problem Domain (that is, scores in the 75th percentile or higher in the national standardization sample) and Competence Domain (that is, scores lower than the 15th percentile in the national standardization sample). These cutoffs indicate high levels of problems and/or low competence and may suggest delays in social-emotional competence.

Table VI.3. Summary Statistics for Head Start (FACES) Child Assessment Standardized Score Data, Fall 2006

	Children From Monolingual English Homes			Dual Language Learners (DLLs)			DLLs Who Did Not Pass English Screener		
Scales	N	Mean	SD	N	Mean	SD	N	Mean	SD
PPVT-4 Standard Score	1708	87.6	13.38	617	72.1	14.46	175	63.7	11.01
WJ: Letter Word Identification Standard Score	1591	94.3	17.45	437	92.8	15.75	9!	91.0	14.39
WJ: Spelling Standard Score	1661	94.8	15.44	476	94.4	15.80	19	99.6	12.12
WJ: Applied Problems Standard Score	1562	90.2	17.27	417	86.7	17.38	11!	88.4	17.59
ECLS-B Math IRT Score	1731	7.4	2.80	480	7.2	2.60	15!	5.3	1.80
ECLS-B Number/Shape Proficiency Probability Score	1731	0.26	0.28	480	0.23	0.26	15!	0.08	0.10
Combined ECLS-B/WJ3 Applied Problems IRT Score	1731	13.9	6.70	480	13.3	6.10	15!	8.9	4.50
Story and Print Concepts IRT Scale Score	1565	3.6	2.37	666	3.3	2.24	293	2.9	2.02
PPVT-4 Growth Score Value (GSV) Score	1708	99.7	16.77	617	84.8	16.42	175	72.8	10.74
WJ: Letter Word Identification W Ability Score	1591	304.6	20.79	437	306.1	21.24	9!	303.0	19.44
WJ: Spelling W Ability Score	1661	343.6	28.15	476	348.4	29.42	19!	346.3	29.24
WJ: Applied Problems W Ability Score	1562	374.7	24.92	417	374.1	24.66	11!	370.0	25.29
TVIP Standard Score	19!	87.2	21.6	643	85.2	12.6	353	85.0	11.1
WM: Letter Word Identification Standard Score	6!	79.9	6.95	180	79.4	10.75	180	79.4	10.75
WM: Spelling Standard Score	12!	91.5	8.63	353	88.4	11.13	353	88.4	11.13
WM: Applied Problems Standard Score	10!	83.2	11.47	289	82.4	12.85	289	82.4	12.85
WM3: Letter Word Identification W Ability Score	12!	277.9	12.64	380	278.1	14.87	380	278.1	14.87
WM3: Spelling W Ability Score	12!	334.0	21.43	386	324.0	26.69	386	324.0	26.69
WM3: Applied Problems W Ability Score	12!	353.8	28.70	384	350.0	25.21	384	350.0	25.21

Source: Fall 2006 FACES Direct Child Assessment.

Note: Statistics are weighted to represent all children entering Head Start for the first time in fall 2006.

Standard scores allow for comparisons of a group's performance to others of the same age (or grade). These scores have a mean of 100 and a standard deviation of 15. W scores allow for measurement of change or growth in performance on the same scale over time. Like raw scores, W scores are an indicator of absolute rather than relative performance. The WJ/WM W scale is centered on 500, which approximates the average score of a 10-year-old child. PPVT-4 Growth Score Value (GSV) scores are similar to W scores and can range from 12 to 271.

The number/shape proficiency probability scores indicate the probability that a child would have passed the proficiency level and can be interpreted as the percent of the population who have "mastered" this skill or skill set (e.g., .25 x 100 = 25% of Head Start children are able to demonstrate these skills at the start of the program year.) These scores can take on any value from zero to one.

Children from monolingual English homes are children for whom English was the only language spoken in the home, as reported by parents. DLLs are children who live in homes where a language other than English (LOTE) was spoken in the home, regardless of which language was the primary language spoken by the family.

NA = not applicable

! Interpret data with caution. Standard error is large due to small sample size

Table VI.4. Summary Statistics for Head Start Exit FACES Child Assessment Standardized Score Data, Spring 2007 and Spring 2008

	Children From Monolingual English Homes			Dual Language Learners (DLLs)			DLLs Who Did Not Pass English Screener		
Scales	N	Mean	SD	N	Mean	SD	N	Mean	SD
PPVT-4 Standard Score	1239	91.5	13.14	681	76.6	14.67	288	70.0	13.88
WJ: Letter Word Identification Standard Score	1239	98.8	14.02	636	97.5	14.94	247	94.8	14.19
WJ: Spelling Standard Score	1244	96.3	15.58	641	98.9	13.73	247	96.9	13.55
WJ: Applied Problems Standard Score	1233	90.3	13.45	614	85.4	13.62	230	82.3	12.98
ECLS-B Math IRT Score	1248	12.0	3.51	644	11.1	3.61	250	10.0	3.31
ECLS-B Number/Shape Proficiency Probability Score	1248	0.69	0.29	644	0.60	0.32	250	0.51	0.32
Combined ECLS-B/WJ3 Applied Problems IRT Score	1248	23.9	7.17	644	22.1	7.45	250	19.7	7.03
Story and Print Concepts IRT Scale Score	1223	6.1	2.22	621	5.5	2.33	237	4.9	2.40
PPVT-4 Growth Score Value (GSV) Score	1239	119.9	14.63	681	103.3	17.31	288	95.4	16.50
WJ: Letter Word Identification W Ability Score	1239	334.7	26.88	636	333.0	29.71	247	327.2	27.92
WJ: Spelling W Ability Score	1244	379.8	29.53	641	385.2	26.33	247	380.5	26.10
WJ: Applied Problems W Ability Score	1233	400.5	20.11	614	394.1	21.12	230	388.8	19.80
TVIP Standard Score	12!	88.3	14.3	485	82.0	14.9	261	82.5	14.5
WM: Letter Word Identification Standard Score	1!	95.0	0.00	52	82.6	12.05	49	82.9	12.12
WM: Spelling Standard Score	1!	120.0	0.00	55	84.7	11.82	52	84.4	12.06
WM: Applied Problems Standard Score	1!	102.0	0.00	51	75.3	17.75	48	75.0	17.62
WM3: Letter Word Identification W Ability Score	1!	345.0	0.00	57	299.5	23.91	54	299.9	24.08
WM3: Spelling W Ability Score	1!	437.0	0.00	57	352.2	26.68	54	351.6	27.15
WM3: Applied Problems W Ability Score	1!	432.0	0.00	57	368.3	31.02	54	367.8	30.74

Source: Spring 2007 and Spring 2008 FACES Direct Child Assessment.

Notes: Statistics are weighted to represent all children who entered Head Start for the first time in the fall of 2006 and who were either: (1) completing Head Start in the spring of 2007 (children in the 4-year-old cohort) or (2) completing Head Start in the spring of 2008 (children in the 3-year-old cohort).

Standard scores allow for comparisons of a group's performance to others of the same age (or grade). These scores have a mean of 100 and a standard deviation of 15. W scores allow for measurement of change or growth in performance on the same scale over time. Like raw scores, W scores are an indicator of absolute rather than relative performance. The WJ/WM W scale is centered on 500, which approximates the average score of a 10-year-old child. PPVT-4 Growth Score Value (GSV) scores are similar to W scores and can range from 12 to 271.

The number/shape proficiency probability scores indicate the probability that a child would have passed the proficiency level and can be interpreted as the percent of the population who have "mastered" this skill or skill set (e.g., .25 x 100 = 25% of Head Start children are able to demonstrate these skills at the start of the program year.) These scores can take on any value from zero to one.

Children from monolingual English homes are children for whom English was the only language spoken in the home, as reported by parents. DLLs are children who live in homes where a language other than English (LOTE) was spoken in the home, regardless of which language was the primary language spoken by the family.

NA = not applicable

! Interpret data with caution. Standard error is large due to small sample size

Table VI.5. Summary Statistics for Fall 2006 and Spring Prekindergarten Head Start (FACES) Child Assessment Standardized Score Data

	Children From Monolingual English Homes			Dual Language Learners (DLLs)			DLLs Who Did Not Pass English Screener		
Scales	N	Head Start Entry	Head Start Exit	N	Head Start Entry	Head Start Exit	N	Head Start Entry	Head Start Exit
PPVT-4 Standard Score	1172	87.4	91.9	494	71.8	79.8	132	63.2	73.9
WJ: Letter Word Identification Standard Score	1102	93.8	99.2	357	93.0	99.7	9!	88.5	104.5
WJ: Spelling Standard Score	1143	93.5	96.7	384	94.3	100.2	17!	102.0	99.9
WJ: Applied Problems Standard Score	1080	89.7	91.4	342	86.2	87.7	10!	86.4	80.9
ECLS-B Math IRT Score	1191	7.8	12.1	390	7.3	11.9	15!	5.1	10.0
ECLS-B Number/Shape Proficiency Probability Score	1191	0.29	0.69	390	0.24	0.67	15!	0.07	0.52
Combined ECLS-B/WJ3 Applied Problems IRT Score	1191	14.6	24.1	390	13.5	23.7	15!	8.4	19.6
Story and Print Concepts IRT Scale Score	1051	3.8	6.2	306	3.8	6.0	9!	1.0	3.7
PPVT-4 Growth Score Value (GSV) Score	1172	100.9	120.4	494	85.6	107.4	132	73.6	100.6
WJ: Letter Word Identification W Ability Score	1102	305.8	335.8	357	307.0	337.9	9!	299.8	345.0
WJ: Spelling W Ability Score	1143	344.0	381.0	384	350.3	388.1	17!	351.5	385.1
WJ: Applied Problems W Ability Score	1080	376.0	402.4	342	374.5	398.0	10!	367.1	387.2
TVIP Standard Score	12!	95.2	88.3	434	85.8	82.9	242	85.4	83.0
WM: Letter Word Identification Standard Score	0	NA	NA	24	74.2	84.5	24	74.2	84.5
WM: Spelling Standard Score	1!	81.0	120.0	47	88.7	84.7	47	88.7	84.7
WM: Applied Problems Standard Score	1!	91.0	102.0	34	74.8	81.0	34	74.8	81.0
WM3: Letter Word Identification W Ability Score	1!	264.0	345.0	51	277.5	299.4	51	277.5	299.4
WM3: Spelling W Ability Score	1!	353.0	437.0	52	331.0	351.8	52	331.0	351.8
WM3: Applied Problems W Ability Score	1!	403.0	432.0	52	338.1	368.9	52	338.1	368.9

Source: Fall 2006, Spring 2007, and Spring 2008 FACES Direct Child Assessment.

Notes: Statistics are weighted to represent all children who entered Head Start for the first time in the fall of 2006 and who were either: (1) completing Head Start in the spring of 2007 (children in the 4-year-old cohort) or (2) completing Head Start in the spring of 2008 (children in the 3-year-old cohort).

Children from monolingual English homes are children for whom English was the only language spoken in the home, as reported by parents. DLLs are children who live in homes where a language other than English (LOTE) was spoken in the home, regardless of which language was the primary language spoken by the family.

Standard scores allow for comparisons of a groups performance to others of the same age (or grade). These scores have a mean of 100 and a standard deviation of 15. W scores allow for measurement of change or growth in performance on the same scale over time. Like raw scores, W scores are an indicator of absolute rather than relative performance. The WJ/WM W scale is centered on 500, which approximates the average score of a 10-year-old child. PPVT-4 Growth Score Value (GSV) scores are similar to W scores and can range from 12 to 271.

NA = not applicable

! Interpret data with caution. Standard error is large due to small sample size.

Table VI.6. Summary Statistics for Head Start (FACES) Parent Interview and Teacher Child Report Data Measures, Fall 2006

	Children From Monolingual English Homes			Dual Language Learners (DLLs)			DLLs Who Did Not Pass English Screener		
Scales	N	Mean	SE	N	Mean	SE	N	Mean	SE
Child Literacy Skills (Teacher Report)	1762	2.6	0.05	875	2.7	0.08	400	2.0	0.09
Emergent Literacy Scale (Parent Report)	1821	2.1	0.04	915	1.7	0.06	424	1.2	0.07

Source: Fall 2006 FACES Teacher Child Report and Parent Interview.

Notes: Statistics are weighted to represent all children entering Head Start for the first time in fall 2006.

Children from monolingual English homes are children for whom English was the only language spoken in the home, as reported by parents. DLLs are children who live in homes where a language other than English (LOTE) was spoken in the home, regardless of which language was the primary language spoken by the family.

Table VI.7. Summary Statistics for Head Start Exit FACES Parent Interview and Teacher Child Report Data, Spring 2007 and Spring 2008

	Children From Monolingual English Homes			Dual Language Learners (DLLs)			DLLs Who Did Not Pass English Screener		
Scales	N	Mean	SD	N	Mean	SD	N	Mean	SD
Child Literacy Skills (Teacher Report)	1169	5.5	0.05	636	5.5	0.06	278	5.2	0.10
Emergent Literacy Scale (Parent Report)	1136	4.2	0.04	637	3.7	0.06	286	3.5	0.10

Source: Spring 2007 and Spring 2008 FACES Teacher Child Report and Parent Interview.

Notes: Statistics are weighted to represent all children who entered Head Start for the first time in the fall of 2006 and who were either: (1) completing Head Start in the spring of 2007 (children in the 4-year-old cohort) or (2) completing Head Start in the spring of 2008 (children in the 3-year-old cohort).

Children from monolingual English homes are children for whom English was the only language spoken in the home, as reported by parents. DLLs are children who live in homes where a language other than English (LOTE) was spoken in the home, regardless of which language was the primary language spoken by the family.

Table VI.8. Summary Statistics for Head Start (FACES) Parent, Teacher, and Assessor Child Report Data Measures, Fall 2006

	Children From Monolingual English Homes			Dual Language Learners (DLLs)			DLLs Who Did Not Pass English Screener		
Scales	N	Mean	SE	N	Mean	SE	N	Mean	SE
Teacher Report									
Social Skills	1761	15.5	0.13	875	15.7	0.19	400	14.8	0.28
Total Behavior Problems	1762	7.2	0.16	875	6.5	0.26	400	7.6	0.38
Aggressive Behavior	1761	1.6	0.05	874	1.5	0.08	400	1.7	0.11
Hyperactive Behavior	1762	3.2	0.08	875	2.8	0.12	400	3.2	0.19
Withdrawn Behavior	1761	1.6	0.05	874	1.4	0.08	400	1.7	0.13
Preschool Learning Behaviors Scale (PLBS) – Total [a]	1762	50.2	0.27	875	50.8	0.40	400	48.7	0.60
PLBS – Attitude toward Learning[a]	1762	50.1	0.27	875	50.6	0.39	400	49.1	0.58
PLBS – Competence Motivation[a]	1762	50.4	0.28	875	50.5	0.39	400	48.3	0.57
PLBS – Attention/Persistence[a]	1762	50.0	0.28	875	51.0	0.41	400	49.3	0.65
Parent Report									
Social Skills/Approaches to Learning	1821	11.8	0.07	914	11.8	0.11	424	11.4	0.17
Total Behavior Problems	1822	5.5	0.10	911	6.6	0.14	423	7.0	0.20
Assessor Rating									
Leiter Cognitive/Social Raw Score	1770	55.6	0.55	896	52.2	0.85	426	44.0	1.22
Leiter Cognitive/Social Standard Score[b]	1770	90.8	0.45	896	87.5	0.67	426	81.9	0.96
Attention	1770	19.7	0.23	896	18.1	0.35	426	14.5	0.50
Organization/Impulse Control	1771	15.6	0.18	896	14.5	0.26	426	12.0	0.37
Activity Level	1771	8.1	0.10	896	8.2	0.14	426	7.4	0.21
Sociability	1771	12.2	0.09	896	11.3	0.15	426	10.1	0.24

Source: Fall 2006 FACES Direct Child Assessment, Teacher Child Report, and Parent Interview.

Notes: Statistics are weighted to represent all children entering Head Start for the first time in fall 2006.

Children from monolingual English homes are children for whom English was the only language spoken in the home, as reported by parents. DLLs are children who live in homes where a language other than English (LOTE) was spoken in the home, regardless of which language was the primary language spoken by the family.

[a] This score is a T-score set to have a mean of 50 and standard deviation of 10. T-scores illustrate a child's performance relative to the Head Start population as a whole in fall 2006. A high T-score for a subgroup indicates that the subgroup's mastery level is greater than other groups in the Head Start population.

[b] This standard score has a mean of 100 and a standard deviation of 15.

Table VI.9. Summary Statistics for Head Start Exit FACES Parent, Teacher, and Assessor Child Report Data Measures, Spring 2007 and Spring 2008

	Children From Monolingual English Homes			Dual Language Learners (DLLs)			DLLs Who Did Not Pass English Screener		
Scales	N	Mean	SD	N	Mean	SD	N	Mean	SD
Teacher Report									
Social Skills	1212	18.1	0.15	660	19.0	0.17	285	18.4	0.28
Total Behavior Problems	1212	6.3	0.21	660	4.1	0.22	285	4.5	0.33
Aggressive Behavior	1211	1.5	0.06	660	0.8	0.06	285	1.0	0.10
Hyperactive Behavior	1212	2.6	0.09	660	1.7	0.10	285	1.8	0.14
Withdrawn Behavior	1211	1.6	0.07	660	1.1	0.07	285	1.2	0.12
Preschool Learning Behaviors Scale (PLBS) – Total [a]	1212	52.0	0.32	660	54.4	0.36	285	53.7	0.58
PLBS – Attitude toward Learning [a]	1212	51.5	0.32	660	53.4	0.34	285	53.0	0.54
PLBS – Competence Motivation [a]	1212	52.1	0.33	660	53.6	0.39	285	52.8	0.63
PLBS – Attention/Persistence [a]	1212	52.0	0.32	660	54.8	0.33	285	54.3	0.53
Parent Report									
Social Skills/Approaches to Learning	1194	12.3	0.08	670	12.6	0.12	295	12.4	0.16
Total Behavior Problems	1195	5.1	0.12	668	6.1	0.15	294	6.5	0.23
Assessor Rating									
Leiter Cognitive/ Social Raw Score	1250	59.6	0.63	703	59.8	0.75	305	57.2	1.15
Leiter Cognitive/ Social Standard Score [b]	1250	91.5	0.53	703	90.8	0.64	305	88.6	0.94
Attention	1250	21.5	0.25	703	21.2	0.32	305	19.8	0.50
Organization/Impulse Control	1250	17.2	0.20	703	16.9	0.24	305	16.0	0.36
Activity Level	1250	8.6	0.11	703	9.1	0.12	305	9.0	0.19
Sociability	1250	12.3	0.11	703	12.5	0.13	305	12.4	0.20

Source: Spring 2007 and Spring 2008 FACES Direct Child Assessment, Teacher Child Report, and Parent Interview.

Notes: Statistics are weighted to represent all children who entered Head Start for the first time in the fall of 2006 and who were either: (1) completing Head Start in the spring of 2007 (children in the 4-year-old cohort) or (2) completing Head Start in the spring of 2008 (children in the 3-year-old cohort).

Children from monolingual English homes are children for whom English was the only language spoken in the home, as reported by parents. DLLs are children who live in homes where a language other than English (LOTE) was spoken in the home, regardless of which language was the primary language spoken by the family.

[a] This score is a T-score set to have a mean of 50 and standard deviation of 10. T-scores illustrate a child's performance relative to the Head Start population as a whole in fall 2006. A high T-score for a subgroup indicates that the subgroup's mastery level is greater than other groups in the Head Start population.

[b] This standard score has a mean of 100 and a standard deviation of 15.

Table VI.10. Summary Statistics for Fall 2006 and Spring Prekindergarten Head Start (FACES) Parent, Teacher, and Assessor Child Report Data Measures

	Children From Monolingual English Homes			Dual Language Learners (DLLs)			DLLs Who Did Not Pass English Screener		
Scales	N	Head Start Entry	Head Start Exit	N	Head Start Entry	Head Start Exit	N	Head Start Entry	Head Start Exit
Teacher Report									
Social Skills	1169	15.7	18.1	626	16.0	19.0	267	15.3	18.5
Total Behavior Problems	1169	7.0	6.3	626	6.2	4.2	267	7.3	4.3
Aggressive Behavior	1168	1.5	1.5	625	1.4	0.8	267	1.7	0.9
Hyperactive Behavior	1169	3.1	2.6	626	2.6	1.7	267	3.0	1.7
Withdrawn Behavior	1168	1.6	1.6	625	1.4	1.1	267	1.8	1.2
Preschool Learning Behaviors Scale (PLBS) – Total [a]	1169	50.6	52.0	626	51.5	54.4	267	49.6	54.0
PLBS – Attitude toward Learning [a]	1169	50.6	51.5	626	51.3	53.5	267	50.1	53.3
PLBS – Competence Motivation [a]	1169	50.6	52.1	626	51.1	53.6	267	48.9	53.0
PLBS – Attention/Persistence [a]	1169	50.5	52.1	626	51.7	54.9	267	50.2	54.6
Parent Report									
Social Skills/Approaches to Learning	1164	11.8	12.3	645	11.9	12.7	286	11.5	12.4
Total Behavior Problems	1166	5.5	5.1	641	6.5	6.2	284	6.9	6.5
Assessor Rating									
Leiter Cognitive/ Social Raw Score	1215	56.6	59.5	684	53.9	60.1	304	46.2	57.4
Leiter Cognitive/ Social Standard Score [b]	1215	91.1	91.4	684	88.6	91.1	304	83.3	88.7
Attention	1215	20.2	21.5	684	18.8	21.3	304	15.4	19.9
Organization/Impulse Control	1215	16.0	17.2	684	15.1	17.0	304	12.7	16.0
Activity Level	1215	8.2	8.5	684	8.4	9.2	304	7.7	9.0
Sociability	1215	12.2	12.3	684	11.6	12.6	304	10.4	12.4

Source: Fall 2006, Spring 2007, and Spring 2008 FACES Direct Child Assessment, Parent Interview, and Teacher Child Report.

Notes: Statistics are weighted to represent all children who entered Head Start for the first time in the fall of 2006 and who were either: (1) completing Head Start in the spring of 2007 (children in the 4-year-old cohort) or (2) completing Head Start in the spring of 2008 (children in the 3-year-old cohort).

Children from monolingual English homes are children for whom English was the only language spoken in the home, as reported by parents. DLLs are children who live in homes where a language other than English (LOTE) was spoken in the home, regardless of which language was the primary language spoken by the family.

[a] This score is a T-score set to have a mean of 50 and standard deviation of 10. T-scores illustrate a child's performance relative to the Head Start population as a whole in fall 2006. A high T-score for a subgroup indicates that the subgroup's mastery level is greater than other groups in the Head Start population.

[b] This standard score has a mean of 100 and a standard deviation of 15.

Table VI.11. Summary Statistics for Head Start (FACES) Child Height and Weight Data, Fall 2006

	Children From Monolingual English Homes			Dual Language Learners (DLLs)			DLLs Who Did Not Pass English Screener		
Scales	N	Mean	SE	N	Mean	SE	N	Mean	SE
Height (in inches)	1745	40.0	0.07	890	40.0	0.09	422	39.4	0.13
Weight (in pounds)	1731	37.5	0.19	881	38.6	0.26	417	37.6	0.35
Body Mass Index (BMI)	1707	16.4	0.05	857	16.7	0.07	405	16.8	0.10
Percent of Children									
Child is Underweight	1707	3.4	0.01	857	2.6	0.01	405	2.7	0.01
Child is Normal Weight	1707	64.8	0.01	857	59.2	0.02	405	57.6	0.03
Child is Overweight	1707	17.4	0.01	857	18.4	0.02	405	18.2	0.02
Child is Obese	1707	14.4	0.01	857	19.8	0.02	405	21.5	0.02

Source: Fall 2006 FACES Direct Child Assessment.

Notes: Statistics are weighted to represent all children entering Head Start for the first time in fall 2006.

Children from monolingual English homes are children for whom English was the only language spoken in the home, as reported by parents. DLLs are children who live in homes where a language other than English (LOTE) was spoken in the home, regardless of which language was the primary language spoken by the family.

According to the Centers for Disease Control (CDC), the 50th percentile in height for children ages 3 to 5 ranges from 37 in to 43 in.; 30 lbs to 40 lbs in weight;15.4 to 16.0 in BMI. A child is considered to be overweight or obese when his/her BMI score is at or above the 85th percentile for their age and gender.

Table VI.12. Summary Statistics for Head Start Exit FACES Child Height and Weight Data, Spring 2007 and Spring 2008

	Children From Monolingual English Homes			Dual Language Learners (DLLs)			DLLs Who Did Not Pass English Screener		
Scales	N	Mean	SD	N	Mean	SD	N	Mean	SD
Height (in inches)	1243	43.2	0.07	701	43.0	0.09	304	42.9	0.13
Weight (in pounds)	1224	44.0	0.28	687	45.0	0.38	299	45.1	0.53
Body Mass Index (BMI)	1202	16.4	0.06	671	16.9	0.09	292	17.1	0.14
Percent of Children									
Child is Underweight	1202	2.4	0.01	671	2.3	0.01	292	1.6	0.01
Child is Normal Weight	1202	64.8	0.02	671	50.1	0.02	292	49.0	0.03
Child is Overweight	1202	17.6	0.01	671	26.8	0.02	292	28.8	0.03
Child is Obese	1202	15.2	0.01	671	20.9	0.02	292	20.6	0.03

Source: Spring 2007 and Spring 2008 FACES Direct Child Assessment.

Notes: Statistics are weighted to represent all children who entered Head Start for the first time in the fall of 2006 and who were either: (1) completing Head Start in the spring of 2007 (children in the 4-year-old cohort) or (2) completing Head Start in the spring of 2008 (children in the 3-year-old cohort).

Children from monolingual English homes are children for whom English was the only language spoken in the home, as reported by parents. DLLs are children who live in homes where a language other than English (LOTE) was spoken in the home, regardless of which language was the primary language spoken by the family.

According to the Centers for Disease Control (CDC), the 50th percentile in height for children ages 3 to 5 ranges from 37 in to 43 in.; 30 lbs to 40 lbs in weight; 15.4 to 16.0 in BMI. A child is considered to be overweight or obese when his/her BMI score is at or above the 85th percentile for their age and gender.

Table VI.13. Summary Statistics for Fall 2006 and Spring Prekindergarten Head Start (FACES) Child Height and Weight Data

	Children From Monolingual English Homes			Dual Language Learners (DLLs)			DLLs Who Did Not Pass English Screener		
Scales	N	Head Start Entry	Head Start Exit	N	Head Start Entry	Head Start Exit	N	Head Start Entry	Head Start Exit
Height (in inches)	1190	40.2	43.2	677	40.2	43.0	300	39.6	42.9
Weight (in pounds)	1167	38.0	43.9	658	38.8	45.2	292	37.9	45.1
Body Mass Index (BMI)	1140	16.4	16.4	632	16.6	16.9	279	16.7	17.0
Percent of Children									
Child is Underweight	1140	3.3	2.4	632	2.0	2.5	279	1.4	1.7
Child is Normal Weight	1140	64.9	65.2	632	60.7	50.2	279	60.3	49.6
Child is Overweight	1140	17.9	17.2	632	18.9	27.1	279	18.6	29.8
Child is Obese	1140	13.9	15.1	632	18.4	20.2	279	19.7	19.0

Source: Fall 2006, Spring 2007, and Spring 2008 FACES Direct Child Assessment.

Notes: Statistics are weighted to represent all children who entered Head Start for the first time in the fall of 2006 and who were either: (1) completing Head Start in the spring of 2007 (children in the 4-year-old cohort) or (2) completing Head Start in the spring of 2008 (children in the 3-year-old cohort).

Children from monolingual English homes are children for whom English was the only language spoken in the home, as reported by parents. DLLs are children who live in homes where a language other than English (LOTE) was spoken in the home, regardless of which language was the primary language spoken by the family.

According to the Centers for Disease Control (CDC), the 50th percentile in height for children ages 3 to 5 ranges from 37 in to 43 in.; 30 lbs to 40 lbs in weight; 15.4 to 16.0 in BMI. A child is considered to be overweight or obese when his/her BMI score is at or above the 85th percentile for their age and gender.

Table VI.14. Head Start Child Health Status as Reported by Parents, Fall 2006

	Children From Monolingual English Homes			Dual Language Learners (DLLs)			DLLs Who Did Not Pass English Screener		
Scales	N	Percent	SE	N	Percent	SE	N	Percent	SE
Excellent/Very Good	1822	80.9	0.01	915	64.5	0.02	424	56.1	0.03
Good	1822	14.2	0.01	915	26.5	0.02	424	30.5	0.03
Fair/Poor	1822	4.9	0.01	915	9.0	0.01	424	13.4	0.02

Source: Fall 2006 FACES Parent Interview.

Notes: Statistics are weighted to represent all children entering Head Start for the first time in fall 2006.

Children from monolingual English homes are children for whom English was the only language spoken in the home, as reported by parents. DLLs are children who live in homes where a language other than English (LOTE) was spoken in the home, regardless of which language was the primary language spoken by the family.

Table VI.15. Head Start Child Health Status as Reported by Parents, Head Start Exit, Spring 2007 and Spring 2008

	Chidlren From Monolingual English Homes			Dual Language Learners (DLLs)			DLLs Who Did Not Pass English Screener		
Scales	N	Mean	SD	N	Mean	SD	N	Mean	SD
Excellent/Very Good	1195	82.4	0.01	668	69.6	0.02	294	64.1	0.03
Good	1195	12.5	0.01	668	23.7	0.02	294	26.2	0.03
Fair/Poor	1195	5.1	0.01	668	6.7	0.01	294	9.7	0.02

Source: Spring 2007 and Spring 2008 FACES Parent Interview.

Notes: Statistics are weighted to represent all children who entered Head Start for the first time in the fall of 2006 and who were either: (1) completing Head Start in the spring of 2007 (children in the 4-year-old cohort) or (2) completing Head Start in the spring of 2008 (children in the 3-year-old cohort).

Children from monolingual English homes are children for whom English was the only language spoken in the home, as reported by parents. DLLs are children who live in homes where a language other than English (LOTE) was spoken in the home, regardless of which language was the primary language spoken by the family.

Table VI.16. Head Start Child Health Status as Reported by Parents, Fall 2006 and Spring Prekindergarten

	Percent of Children								
	Children From Monolingual English Homes			Dual Language Learners (DLLs)			DLLs Who Did Not Pass English Screener		
Scales	N	Head Start Entry	Head Start Exit	N	Head Start Entry	Head Start Exit	N	Head Start Entry	Head Start Exit
Excellent/Very Good	1166	80.7	82.3	644	66.5	69.3	286	59.7	63.7
Good	1166	14.5	12.6	644	24.7	24.3	286	27.7	27.1
Fair/Poor	1166	4.8	5.1	644	8.8	6.4	286	12.6	9.2

Source: Fall 2006, Spring 2007, and Spring 2008 FACES Parent Interview.

Notes: Statistics are weighted to represent all children who entered Head Start for the first time in the fall of 2006 and who were either: (1) completing Head Start in the spring of 2007 (children in the 4-year-old cohort) or (2) completing Head Start in the spring of 2008 (children in the 3-year-old cohort).

Children from monolingual English homes are children for whom English was the only language spoken in the home, as reported by parents. DLLs are children who live in homes where a language other than English (LOTE) was spoken in the home, regardless of which language was the primary language spoken by the family.

Table VI.17. Books in Home and Frequency of Reading to Head Start Child, Fall 2006

	Percent of Children		
	Children From Monolingual English Homes (n = 1862)	Dual Language Learners (DLLs) (n = 942)	DLLs Who Did Not Pass English Screener (n = 435)
Mean number of children's books in home	46.7	19.3	16.8
Number of times family member read to child in past week			
Not at all	2.7	8.1	9.4
Once or twice	19.9	30.7	35.8
Three or more times, but not every day	37.1	28.2	25.2
Every day	40.2	33.0	29.5

Source: Fall 2006 FACES Parent Interview.

Notes: Statistics are weighted to represent all children entering Head Start for the first time in fall 2006.

Children from monolingual English homes are children for whom English was the only language spoken in the home, as reported by parents. DLLs are children who live in homes where a language other than English (LOTE) was spoken in the home, regardless of which language was the primary language spoken by the family.

Table VI.18. Books in Home and Frequency of Reading to Head Start Child, Spring Prekindergarten

	Percent of Children		
	Children From Monolingual English Homes (n = 1862)	Dual Language Learners (DLLs) (n = 942)	DLLs Who Did Not Pass English Screener (n = 435)
Mean number of children's books in home	54.1	24.5	21.2
Number of times family member read to child in past week			
Not at all	2.1	2.7	2.8
Once or twice	20.7	24.6	30.6
Three or more times, but not every day	39.9	37.4	34.7
Every day	37.4	35.4	32.0

Source: Spring 2007 and Spring 2008 FACES Parent Interview.

Notes: Statistics are weighted to represent all children who entered Head Start for the first time in the fall of 2006 and who were either: (1) completing Head Start in the spring of 2007 (children in the 4-year-old cohort) or (2) completing Head Start in the spring of 2008 (children in the 3-year-old cohort).

Spring 2007 estimates are provided for children who entered Head Start as 4-year-olds. Spring 2008 estimates are provided for children who entered Head Start as 3-year-olds.

Children from monolingual English homes are children for whom English was the only language spoken in the home, as reported by parents. DLLs are children who live in homes where a language other than English (LOTE) was spoken in the home, regardless of which language was the primary language spoken by the family.

Table VI.19. Head Start Parent Reading Patterns, Fall 2006

	Percent of Children		
Parent's own reading habits	Children From Monolingual English Homes (n = 1862)	Dual Language Learners (DLLs) (n = 942)	DLLs Who Did Not Pass English Screener (n = 435)
Parent reading frequency in past week			
Not at all	4.3	11.4	15.1
Once or twice	21.3	36.5	41.5
Three or more Times, but not daily	26.8	25.2	22.1
Everyday	47.7	26.8	21.3

Source: Fall 2006 FACES Parent Interview.

Notes: Statistics are weighted to represent all children entering Head Start for the first time in fall 2006.

Children from monolingual English homes are children for whom English was the only language spoken in the home, as reported by parents. DLLs are children who live in homes where a language other than English (LOTE) was spoken in the home, regardless of which language was the primary language spoken by the family.

Table VI.20. Parent Reading Patterns, Head Start Exit, Spring 2007 and Spring 2008

	Percent of Children		
Parent's own reading habits	Children From Monolingual English Homes (n = 1862)	Dual Language Learners (DLLs) (n = 942)	DLLs Who Did Not Pass English Screener (n = 435)
Parent reading frequency in past week			
Not at all	4.2	6.4	5.6
Once or twice	20.0	36.2	40.9
Three or more times, but not daily	28.6	35.2	33.7
Everyday	47.2	22.2	19.7

Source: Spring 2007 and Spring 2008 FACES Parent Interview.

Notes: Statistics are weighted to represent all children who entered Head Start for the first time in the fall of 2006 and who were either: (1) completing Head Start in the spring of 2007 (children in the 4-year-old cohort) or (2) completing Head Start in the spring of 2008 (children in the 3-year-old cohort).

Spring 2007 estimates are provided for children who entered Head Start as 4-year-olds. Spring 2008 estimates are provided for children who entered Head Start as 3-year-olds.

Table VI.21. Family Members' Activities with Head Start Child in Past Week, Fall 2006

	Percent of Children		
Type of Activity	Children From Monolingual English Homes (n = 1862)	Dual Language Learners (DLLs) (n = 942)	DLLs Who Did Not Pass English Screener (n = 435)
Told child a story	71.6	72.6	67.2
Taught child letters, words, or numbers	95.0	90.8	88.8
Taught child songs or music	82.6	73.7	73.9
Worked with child on arts and crafts	69.4	45.7	38.5
Played with toys or games indoors	97.3	95.9	96.2
Played a game, sport, or exercised together	85.7	82.6	77.8
Took child along on errands	96.7	94.3	95.1
Involved child in household chores	95.2	84.3	82.6
Talked about what happened in Head Start	97.2	88.2	88.1
Talked about TV programs or videos	76.5	63.1	57.1
Played counting games	87.4	74.9	70.3
Mean number of activities	9.5	8.7	8.4

Source: Fall 2006 FACES Parent Interview.

Notes: Statistics are weighted to represent all children entering Head Start for the first time in fall 2006.

Children from monolingual English homes are children for whom English was the only language spoken in the home, as reported by parents. DLLs are children who live in homes where a language other than English (LOTE) was spoken in the home, regardless of which language was the primary language spoken by the family.

Table VI.22. Family Members' Activities with Child in Past Week, Head Start Exit, Spring 2007 and Spring 2008

	Percent of Children		
Type of Activity	Children From Monolingual English Homes (n = 1862)	Dual Language Learners (DLLs) (n = 942)	DLLs Who Did Not Pass English Screener (n = 435)
Told child a story	84.0	83.5	84.4
Taught child letters, words, or numbers	96.3	96.0	96.2
Taught child songs or music	85.5	80.5	80.3
Worked with child on arts and crafts	71.9	58.5	55.0
Played with toys or games indoors	98.1	96.4	98.8
Played a game, sport, or exercised together	90.3	90.0	90.6
Took child along on errands	96.6	93.9	94.9
Involved child in household chores	96.6	86.1	84.8
Talked about what happened in Head Start	98.7	94.4	91.7
Talked about TV programs or videos	83.2	73.5	71.4
Played counting games	89.2	83.0	82.5
Mean number of activities	9.9	9.4	9.3

Source: Spring 2007 and Spring 2008 FACES Parent Interview.

Notes: Statistics are weighted to represent all children who entered Head Start for the first time in the fall of 2006 and who were either: (1) completing Head Start in the spring of 2007 (children in the 4-year-old cohort) or (2) completing Head Start in the spring of 2008 (children in the 3-year-old cohort).

Spring 2007 estimates are provided for children who entered Head Start as 4-year-olds. Spring 2008 estimates are provided for children who entered Head Start as 3-year-olds.

Children from monolingual English homes are children for whom English was the only language spoken in the home, as reported by parents. DLLs are children who live in homes where a language other than English (LOTE) was spoken in the home, regardless of which language was the primary language spoken by the family.

Table VI.23. Different Subsamples of Head Start Children in FACES 2006 by Assessments Available

			Children From Monolingual English Homes		Dual Language Learners (DLLs)		DLLs Who Did Not Pass English Screener	
	N	% of Baseline Sample	N	% of Sample	N	% of Sample	N	% of Sample
Children in fall of 2006								
With valid PPVT-4	2500	79.4	1708	68.3	617	24.7	175	7.0
With teacher and parent reports	3036	96.4	1761	58.0	875	28.8	400	13.2
With height and weight data	3057	97.1	1745	57.1	890	29.1	422	13.8
Children who remained until spring of prekindergarten								
With valid PPVT-4	2208	70.1	1239	56.1	681	30.8	288	13.0
With teacher and parent reports	2157	68.5	1212	56.2	660	30.6	285	13.2
With height and weight data	2248	71.4	1243	55.3	701	31.2	304	13.5
Children who remained until spring of prekindergarten								
With valid PPVT-4 at entry & exit	1798	57.1	1172	65.2	494	27.5	132	7.3
With teacher/parent reports at entry & exit	2062	65.5	1169	56.7	626	30.4	267	12.9
With height/weight data at entry & exit	2167	68.8	1190	54.9	677	31.2	300	13.8

Source: Fall 2006, Spring 2007, Spring 2008 FACES Direct Child Assessment, Teacher Child Report, and Parent Interview.

Notes: Statistics are weighted to represent all children who entered Head Start for the first time in the fall of 2006 and who were either: (1) completing Head Start in the spring of 2007 (children in the 4-year-old cohort) or (2) completing Head Start in the spring of 2008 (children in the 3-year-old cohort).

Spring 2007 estimates are provided for children who entered Head Start as 4-year-olds. Spring 2008 estimates are provided for children who entered Head Start as 3-year-olds.

Children from monolingual English homes are children for whom English was the only language spoken in the home, as reported by parents. DLLs are children who live in homes where a language other than English (LOTE) was spoken in the home, regardless of which language was the primary language spoken by the family.

Table VI.24. Percent of Children by Home Language and Beginning Proficiency

	Percent of Children					
	1	2	3	4	5	6
	Children from Monolingual English Homes	Language Other Than English (LOTE) in Home/DLLs	Primary LOTE in Home (LOTE-P)	Primary LOTE in Home (LOTE-P) Who Did Not Pass English Screener	LOTE in Home But Not Primary (LOTE-NP)	Primary LOTE in Home (LOTE-P) Who Did Not Pass English Screener
Early Head Start	63.8	36.2	31.2	NA	NA	NA
Head Start	59.2	40.8	27.1	14.6	13.8	12

Source: Spring 2009 Baby FACES Parent Interview; Fall 2006 FACES Parent Interview and Direct Child Assessment.

Note: Baby FACES statistics are weighted to represent children near their first birthdays who were enrolled in Early Head Start programs in spring 2009. FACES 2006 statistics are weighted to represent all children entering Head Start for the first time in fall 2006.

NA = not applicable

Children from monolingual English homes are children for whom English was the only language spoken in the home, as reported by parents. DLLs are children who live in homes where a language other than English (LOTE) was spoken in the home, regardless of which language was the primary language spoken by the family.