# A Spotlight on Dual Language Learners in Head Start: FACES 2014 Appendix Tables 

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## Table 1. Home language environment by dual language learner (DLL)a status: Fall 2014

| Home language environment | DLL |  | Non-DLL |  |
| :---: | :---: | :---: | :---: | :---: |
|  | n | Percentage | n | Percentage |
| Any language other than English spoken in the home | 481 |  | 1,427 |  |
| Yes |  | 100.0 |  | 20.2 |
| No |  | 0.0 |  | 79.8 |
| Language spoken among children who live in a home where any language other English is spoken | 479 |  | 289 |  |
| Spanish |  | 88.5 |  | 82.0 |
| Other (non-Spanish) language |  | 11.5 |  | 18.0 |
| Primary home language ${ }^{\text {a }}$ | 481 |  | 1,427 |  |
| English |  | 0.0 |  | 100.0 |
| Spanish |  | 88.9 |  | 0.0 |
| Other (non-Spanish) language ${ }^{\text {b }}$ |  | 11.1 |  | 0.0 |
| Language usually used when reading to child (in households where English is not the primary home language) | 481 |  | NA |  |
| English |  | 25.8 |  | NA |
| Other language |  | 46.2 |  | NA |
| Both English and other language |  | 27.7 |  | NA |
| Doesn't read to child |  | 0.2 |  | NA |

Source: Fall 2014 Parent Survey.
Note: $\quad$ Statistics are weighted to represent all children enrolled in Head Start in fall 2014.
The n columns in this table include unweighted sample sizes to identify the number of children with valid data on each of the constructs.
${ }^{\text {a }}$ This characteristic is based on the parent's report of whether a language other than English is spoken in the child's home and whether the child's parent/guardian primarily uses this language when speaking with the child.
${ }^{b}$ Other languages primarily spoken to DLLs at home include an African language (2 percent), Arabic (2 percent), a Native American or Alaskan language (1 percent), or some other language (6 percent).
NA = not available

## Table 2. Children's language of direct assessment, by dual language learner (DLL)a status: Fall 2014

|  | DLL |  | Non-DLL |  |
| :---: | :---: | :---: | :---: | :---: |
| assessment | n | Percentage | n | Percentage |
| Direct assessment language ${ }^{\text {b }}$ | 453 |  | 1,36 |  |
| Assessed in English |  | 18.5 |  | 97.1 |
| Primarily assessed in English |  | 35.4 |  | 1.7 |
| Primarily assessed in Spanish |  | 44.3 |  | 1.2 |
| Assessed in English, shortened assessment battery |  | 1.8 |  | 0.0 |

Source: Fall 2014 FACES Direct Child Assessment and Parent Survey.
Note: $\quad$ Statistics are weighted to represent all children enrolled in Head Start in fall 2014.
The $n$ columns in this table include unweighted sample sizes to identify the number of children with valid data on each of the constructs.
${ }^{\text {a }}$ This characteristic is based on the parent's report of whether a language other than English is spoken in the child's home and whether the child's parent/guardian primarily uses this language when speaking with the child.
${ }^{\text {b }}$ Language of direct assessment is based on the language the child uses most often at home (as reported by parents on the consent form) and the child's performance on the screener.

## Table 3. Demographic characteristics of children in Head Start, by dual language learner (DLL)a status: Fall 2014

|  |  |  | DLL |  |
| :--- | :---: | :---: | :---: | :---: |
| Demographic characteristics | n | Percentage | n | Percentage |
| Age as of September 1, 2014 | 476 |  | 1,417 |  |
| 3 years old or younger |  | 44.4 |  | 44.4 |
| 4 years old or older |  | 55.6 |  | 55.6 |
| Participated in Early Head Start | 471 |  | 1,412 |  |
| Yes |  | 32.5 |  | 33.6 |
| No | 481 | 67.5 | 66.4 |  |
| Head Start exposure |  |  | 1,427 |  |
| Newly entering children |  | 61.0 |  | 67.8 |
| Returning children | 39.0 |  | 32.2 |  |

Source: Fall 2014 FACES Parent Survey.
Note: $\quad$ Statistics are weighted to represent all children enrolled in Head Start in fall 2014.
The n columns in this table include unweighted sample sizes to identify the number of children with valid data on each of the constructs.
${ }^{\text {a }}$ This characteristic is based on the parent's report of whether a language other than English is spoken in the child's home and whether the child's parent/guardian primarily uses this language when speaking with the child.

| Household composition | DLL |  | Non-DLL |  |
| :---: | :---: | :---: | :---: | :---: |
|  | n | Percentage | n | Percentage |
| Household members | 481 |  | 1,427 |  |
| Biological/adoptive mother and biological/adoptive father |  | 70.6 |  | 39.4 |
| Married |  | 43.2 |  | 26.3 |
| Registered domestic partnership or civil union |  | 5.6 |  | 1.3 |
| Unmarried |  | 21.5 |  | 11.0 |
| Marital status not reported |  | 0.2 |  | 0.9 |
| Biological/adoptive mother only |  | 27.2 |  | 51.0 |
| Biological/adoptive father only |  | 0.5 |  | 3.6 |
| Neither biological/adoptive mother nor biological/adoptive father |  | 1.8 |  | 5.9 |
| Household composition | n | Mean | n | Mean |
| Number of people in household | 481 | 4.7 | 1,427 | 4.2 |

Source: Fall 2014 FACES Parent Survey.
Note: $\quad$ Statistics are weighted to represent all children enrolled in Head Start in fall 2014.
The n columns in this table include unweighted sample sizes to identify the number of children with valid data on each of the constructs.

This table focuses on biological or adoptive parents and does not include other adults, such as parents' romantic partners, step-parents, foster parents, or grandparents. Thus, for example, the "Biological mother only" category does not mean that the biological mother is the only adult in the household, but that she is the only biological parent in the household.
${ }^{\text {a }}$ This characteristic is based on the parent's report of whether a language other than English is spoken in the child's home and whether the child's parent/guardian primarily uses this language when speaking with the child.

## Table 5. Family nationality and immigration characteristics, by dual language learner (DLL)a status: Fall 2014

| Family nationality and immigration characteristics | All children |  | DLL |  | Non-DLL |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | n | Percentage | n | Percentage | n | Percentage |
| Child born in U.S. | 1,907 | 98.3 | 480 | 96.3 | 1,427 | 98.9 |
| Mother born in U.S. | 1,901 | 74.7 | 479 | 17.3 | 1,422 | 92.8 |
| Time in U.S. if mother born elsewhere | 509 |  | 397 |  | 112 |  |
| 5 years or fewer |  | 11.2 |  | 10.3 |  | 14.2 |
| 6 to 10 years |  | 37.7 |  | 42.0 |  | 22.0 |
| More than 10 years |  | 51.1 |  | 47.7 |  | 63.8 |
| Mother's countrylarea of (nonU.S.) origin | 505 |  | 395 |  | 110 |  |
| Mexico |  | 63.3 |  | 67.7 |  | 47.0 |
| Central America |  | 12.4 |  | 14.4 |  | 4.5 |
| South America |  | 4.7 |  | 5.1 |  | 3.2 |
| Caribbean |  | 4.8 |  | 3.5 |  | 9.8 |
| Africa |  | 7.5 |  | 6.3 |  | 11.9 |
| Asia |  | 4.0 |  | 2.6 |  | 9.4 |
| Other |  | 3.2 |  | 0.3 |  | 14.2 |
| Father born in U.S. | 1,849 | 71.1 | 472 | 11.1 | 1,377 | 90.4 |
| Time in U.S. if father born elsewhere | 530 |  | 385 |  | 145 |  |
| 5 years or fewer |  | 11.3 |  | 11.5 |  | 10.9 |
| 6 to 10 years |  | 26.5 |  | 29.8 |  | 17.8 |
| More than 10 years |  | 62.1 |  | 58.7 |  | 71.3 |
| Father's country/area of (nonU.S.) origin | 566 |  | 420 |  | 146 |  |
| Mexico |  | 65.2 |  | 68.8 |  | 54.3 |
| Central America |  | 11.4 |  | 13.2 |  | 5.8 |
| South America |  | 4.8 |  | 5.3 |  | 3.4 |
| Caribbean |  | 5.0 |  | 4.0 |  | 8.2 |
| Africa |  | 8.0 |  | 5.8 |  | 14.4 |
| Asia |  | 4.2 |  | 2.4 |  | 9.6 |
| Other |  | 1.4 |  | 0.5 |  | 4.3 |
| Parent immigrant status | 1,842 |  | 470 |  | 1,372 |  |
| Both parents born in U.S. |  | 68.3 |  | 6.6 |  | 88.1 |
| One parent born outside U.S. |  | 9.1 |  | 14.8 |  | 7.3 |
| Both parents born outside U.S. |  | 22.6 |  | 78.5 |  | 4.6 |

Source: Fall 2014 FACES Parent Survey.
Note: $\quad$ Statistics are weighted to represent all children enrolled in Head Start in fall 2014.
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${ }^{\text {a }}$ This characteristic is based on the parent's report of whether a language other than English is spoken in the child's home and whether the child's parent/guardian primarily uses this language when speaking with the child.

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