
Linguistic and Cultural Diversity of Head Start Children and Families: Data from FACES 2006

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on Head Start Research and Evaluation

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FACES Study Design

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

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

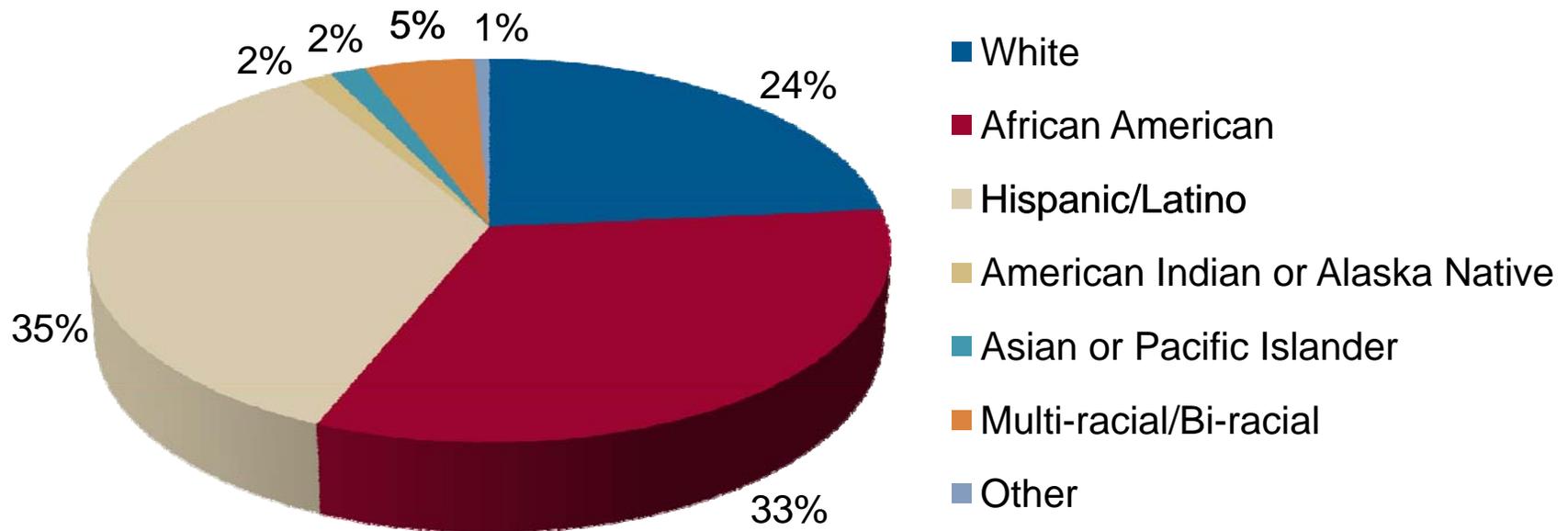
Focus on Language and Cultural Diversity

- **Who is Head Start serving? What are trends and changes over time?**
- **How are changing demographics reflected in Head Start classrooms?**
 - DLL concentration
 - Language use and services in classrooms
- **What are the characteristics of families by home language and race/ethnicity?**
 - Parent language/literacy abilities
 - Family immigration
 - Household composition, maternal education, and family risks
 - Joint bookreading and books in home
- **What are the cognitive and social-emotional outcomes of children by home language and race/ethnicity?**

Who is Head Start Serving? Changes and Trends Over Time

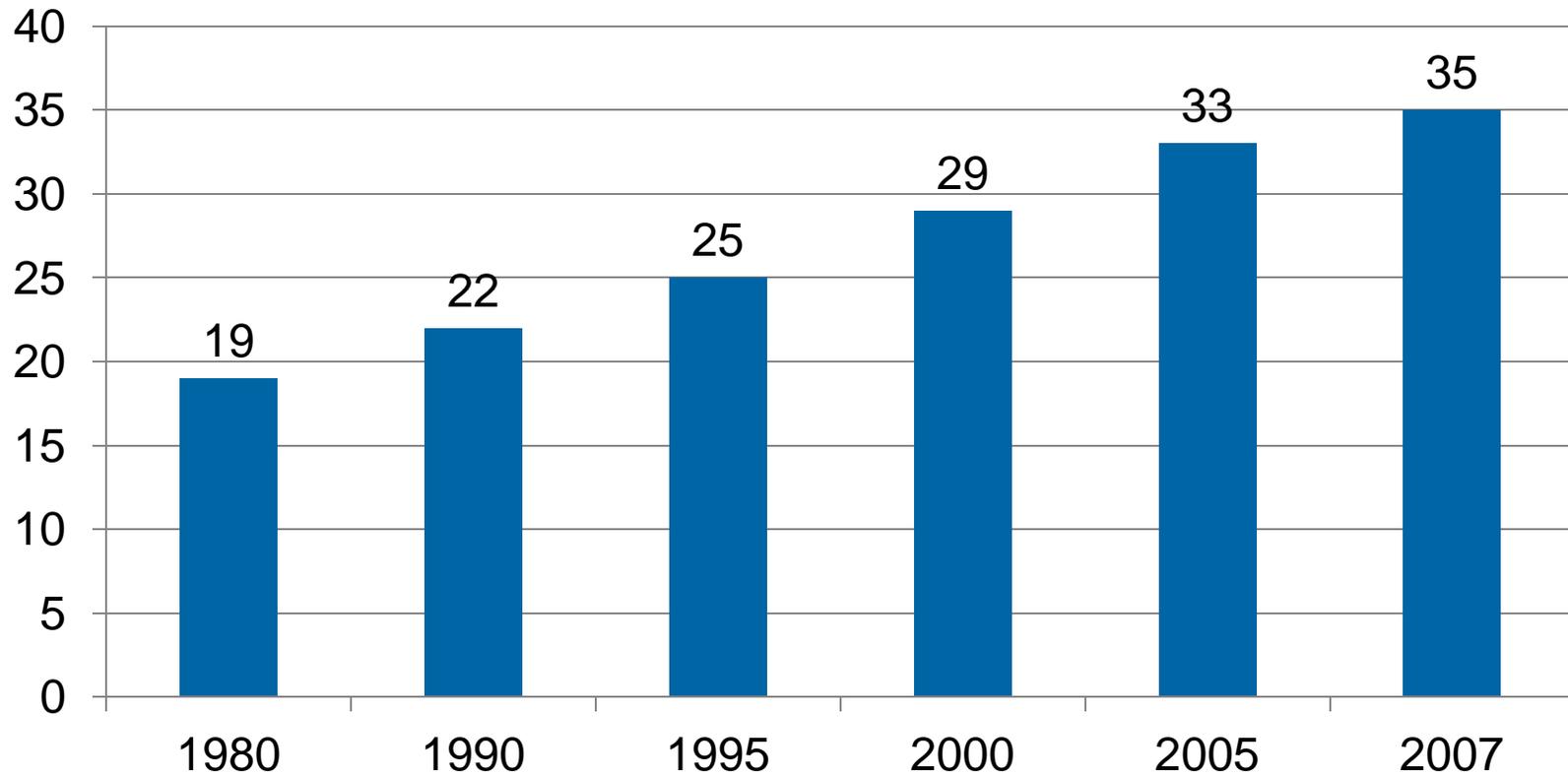
Head Start Serves A Diverse Group of Children

Percentage of Children



Source: FACES Fall 2006 Parent Interview

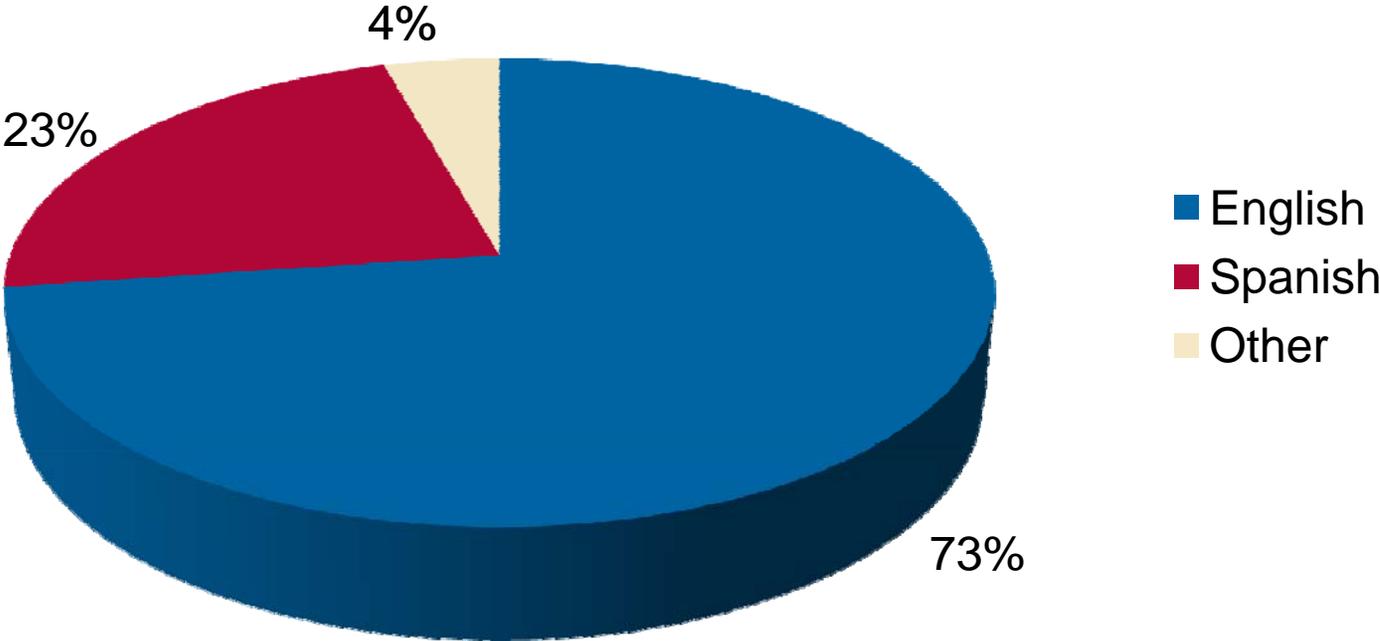
Hispanic/Latino Enrollment In Head Start Has Increased



Source: Head Start Program Information Report

Spanish is the Primary Non-English Language

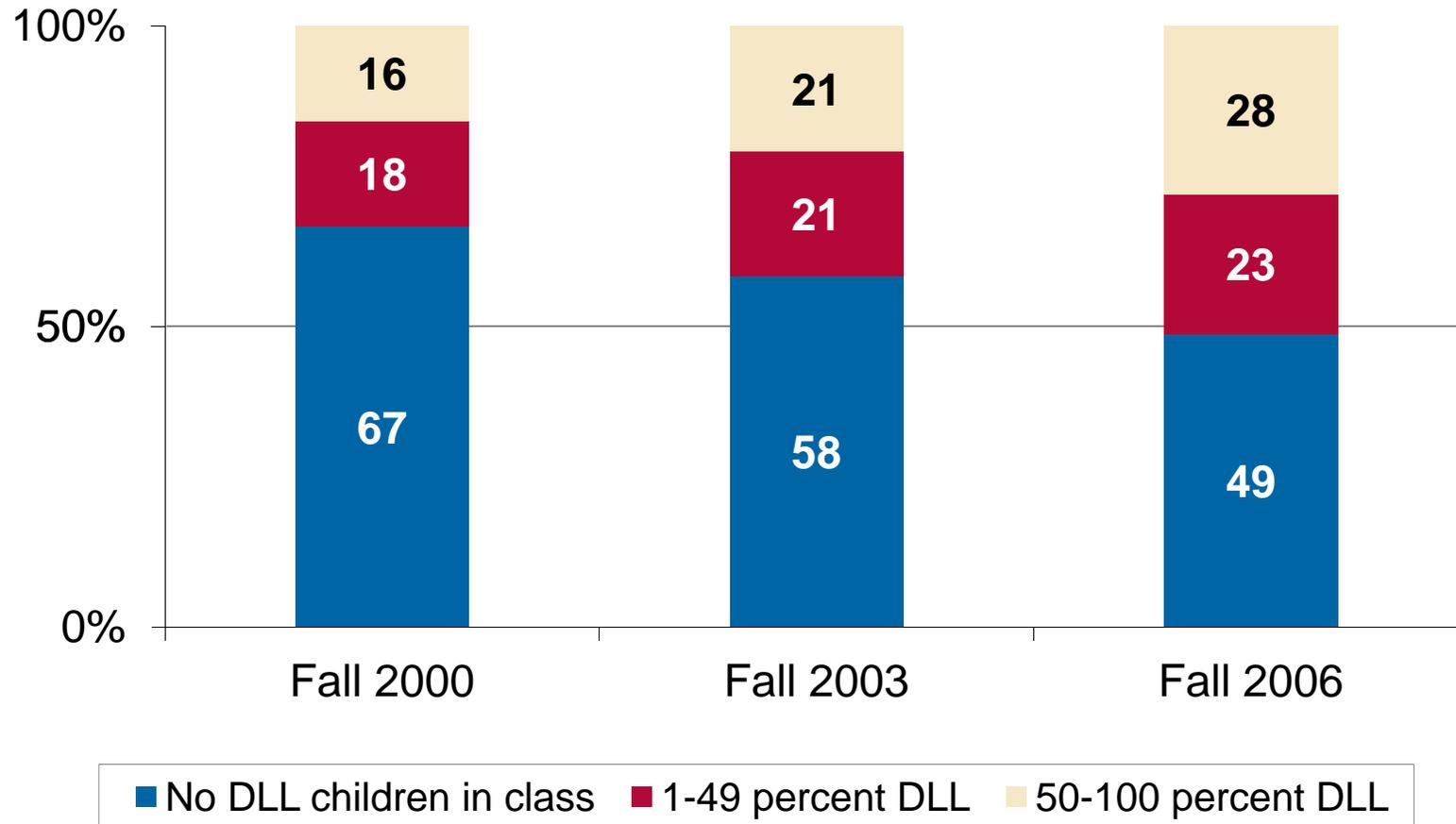
Percentage of Children



Source: FACES Fall 2006 Parent Interview

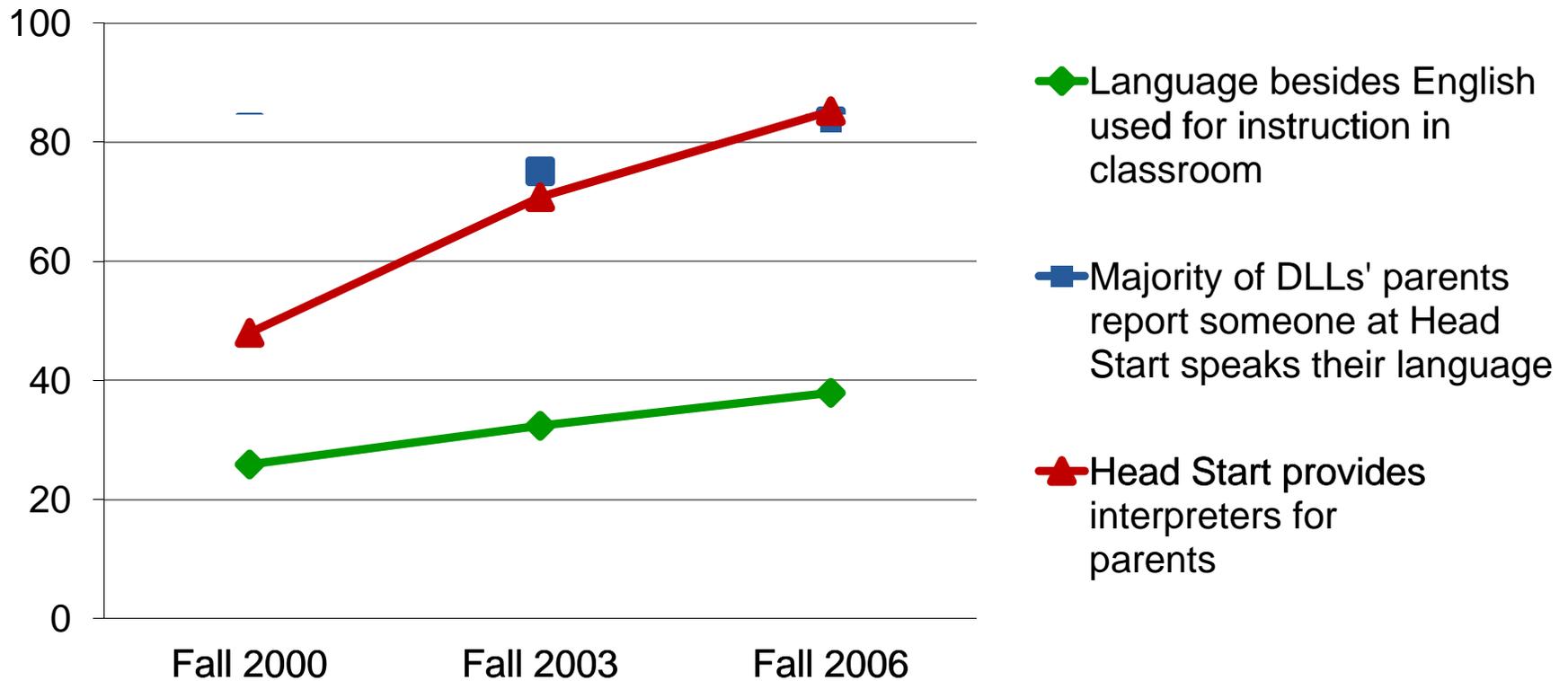
Head Start Classrooms and Changing Demographics

Change in Concentration of DLL Children in Classrooms (percentage)



Source: FACES 2000, 2003, 2006 Parent Interview

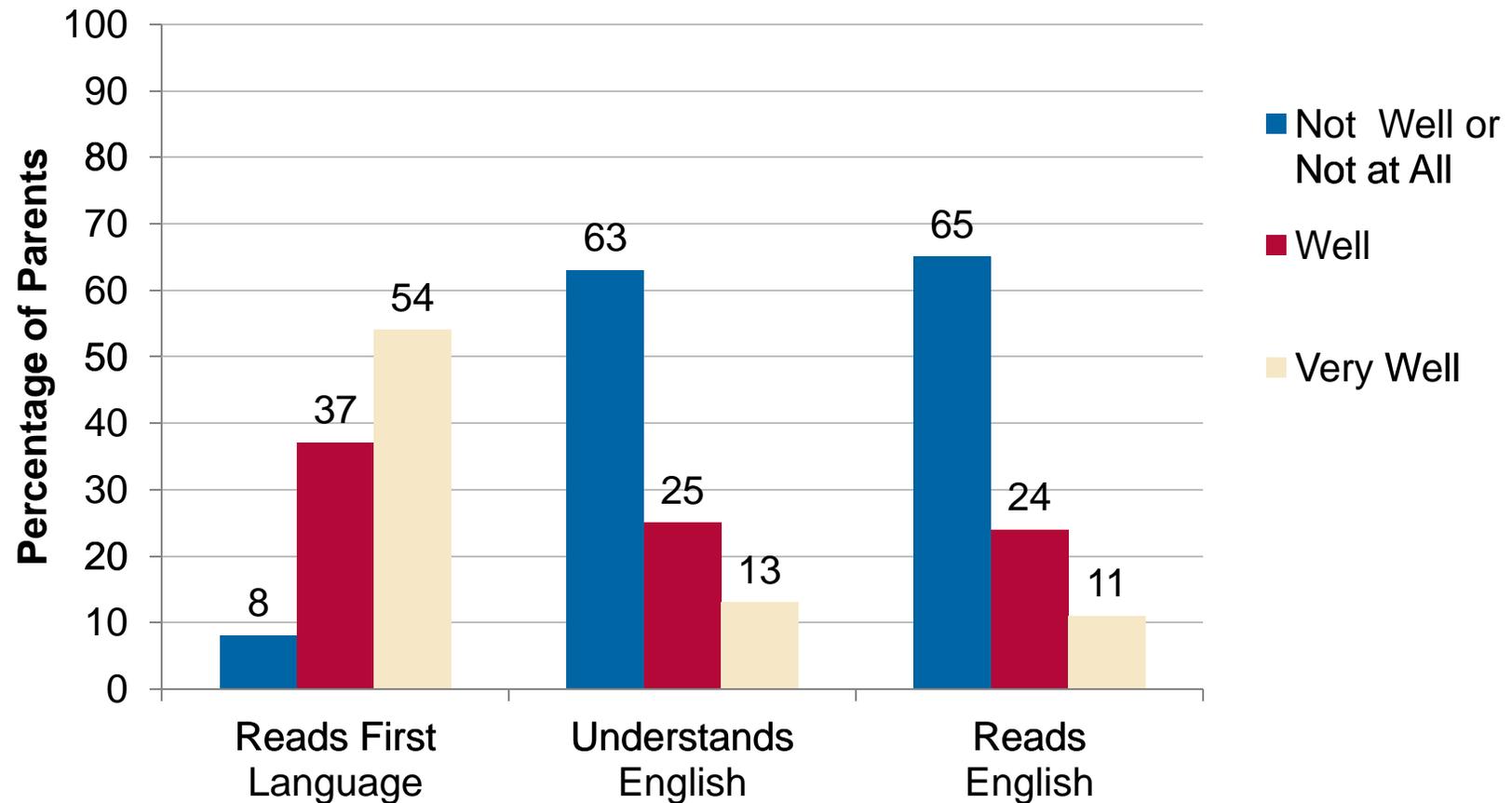
Changes in Classroom Language Use and Related Services (percentage)



Source: FACES 2000, 2003, 2006 Parent and Teacher Reports

Characteristics of Families by Home Language and Race/Ethnicity

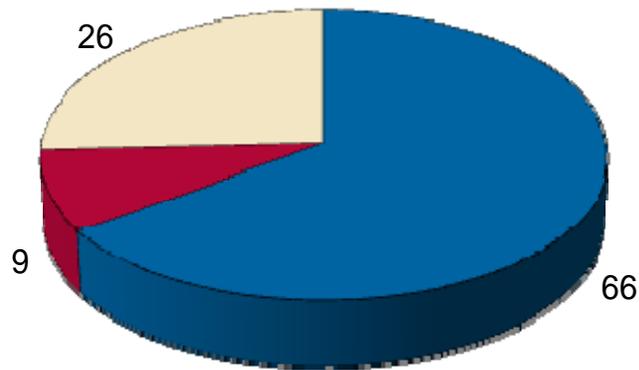
Parents of Dual Language Learners Have Varied Language Abilities



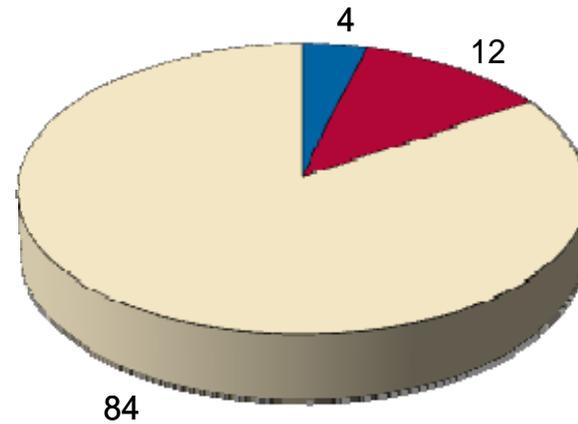
Source: FACES Fall 2006 Parent Interview

Immigration Status and Home Language

Percent of All Children

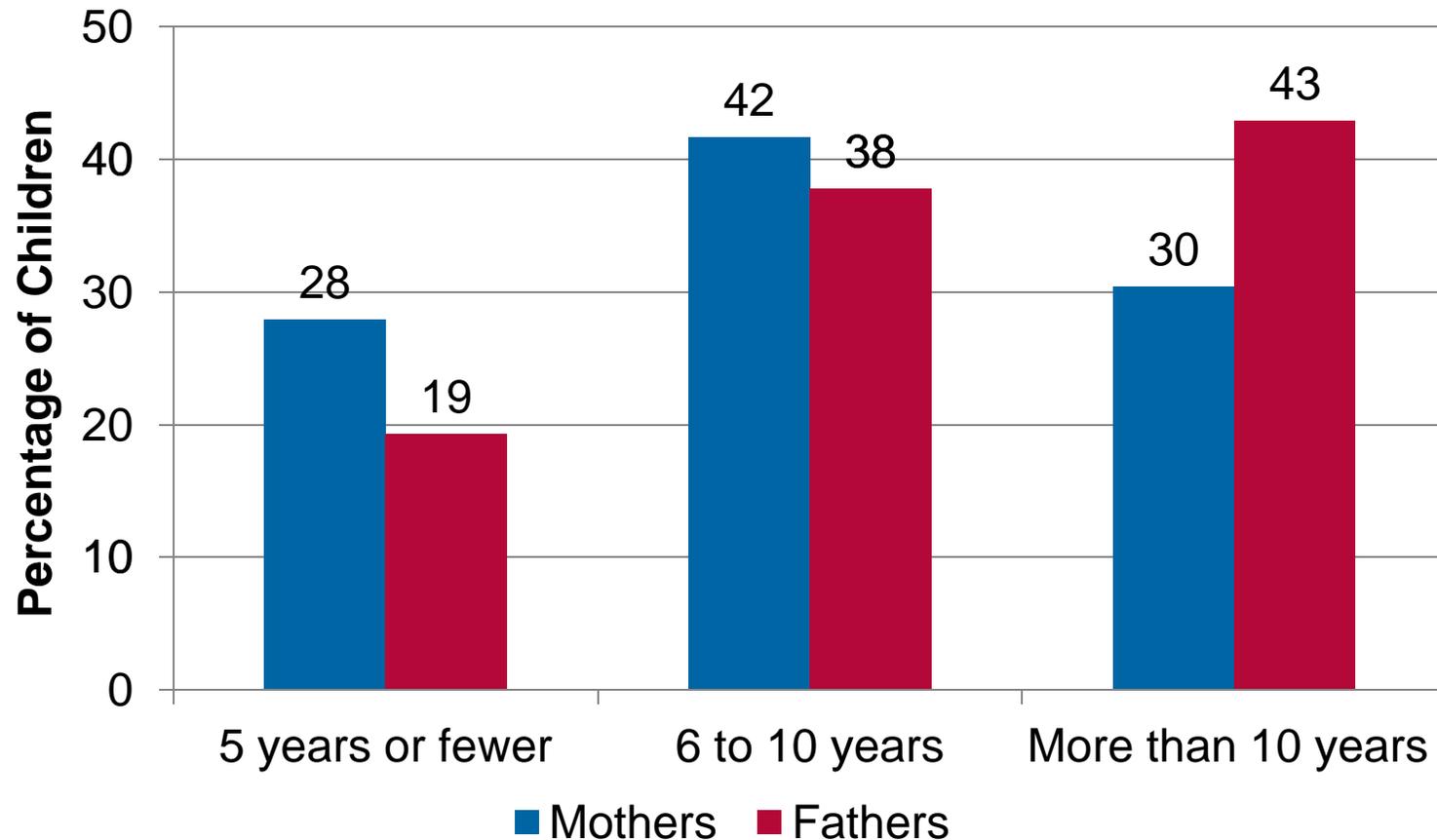


Percent of Children Spoken to in Language Other Than English



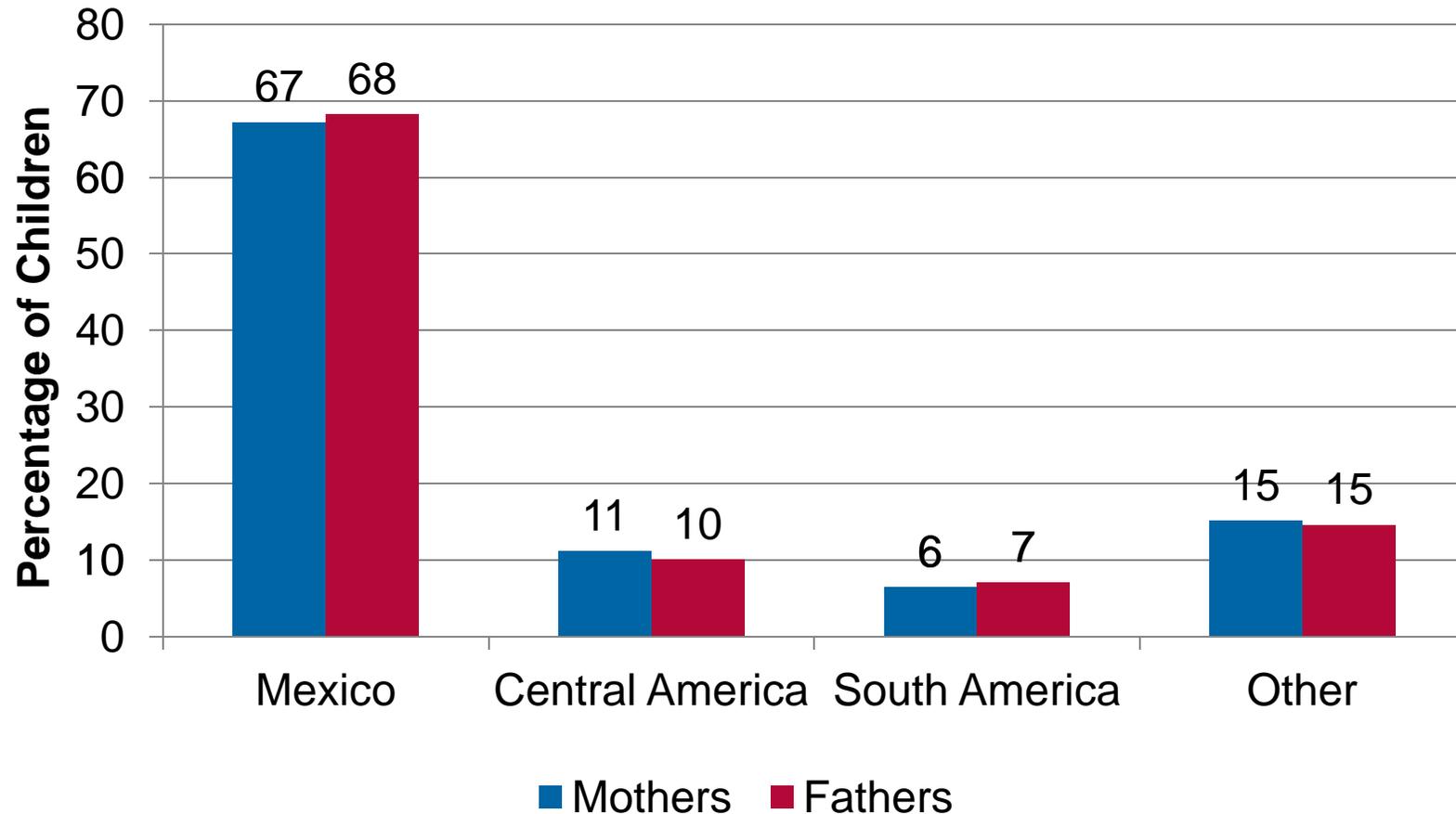
Source: FACES Fall 2006 Parent Interview

Recency of Immigration for Parents of Dual Language Learners



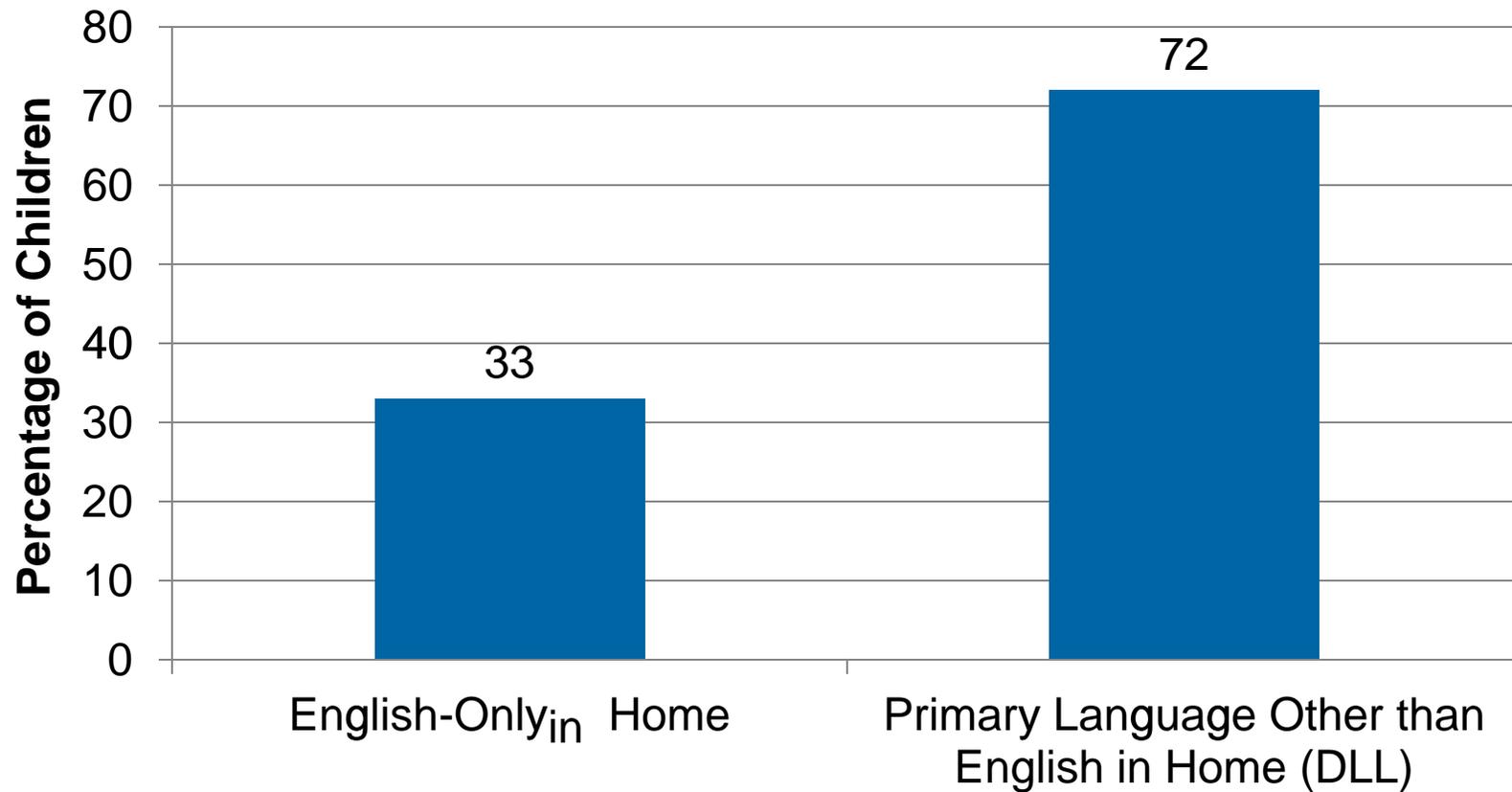
Source: FACES Fall 2006 Parent Interview

Country/Area of Non-U.S. Origin for Parents of Dual Language Learners



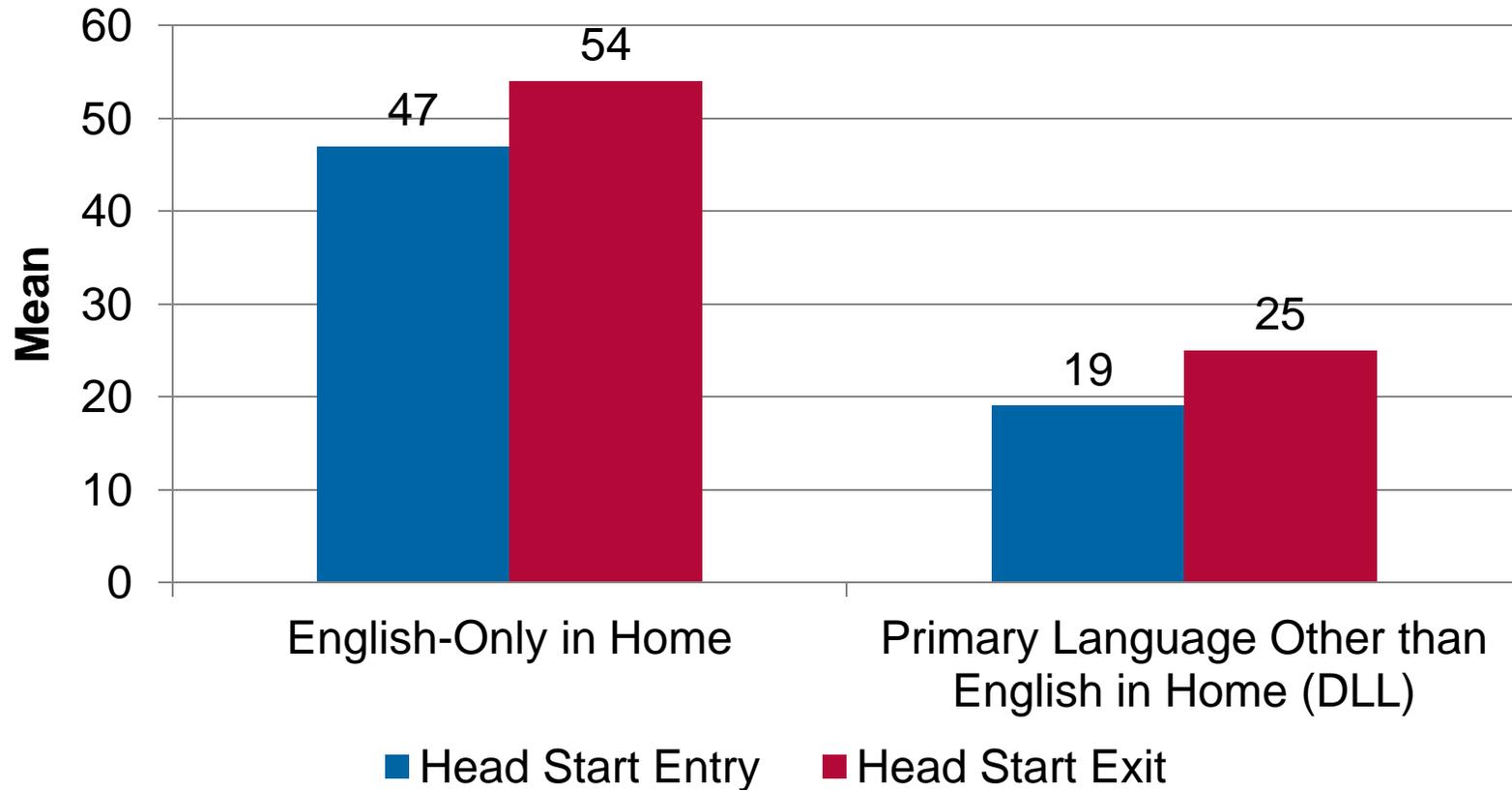
Source: FACES Fall 2006 Parent Interview

Head Start Children Living with Both Their Mother and Father by Home Language



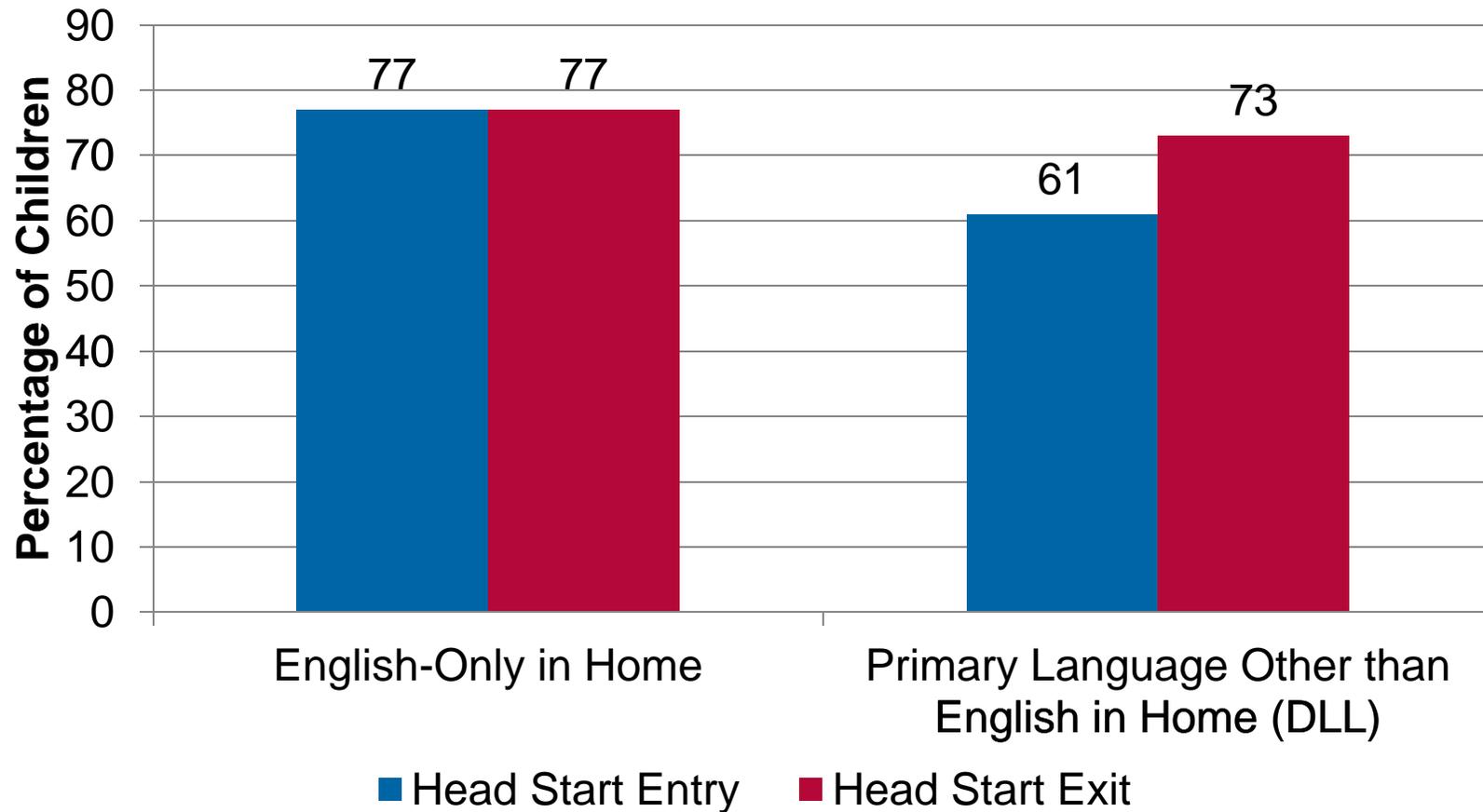
Source: FACES Fall 2006 Parent Interview

Number of Children's Books in the Home by Home Language



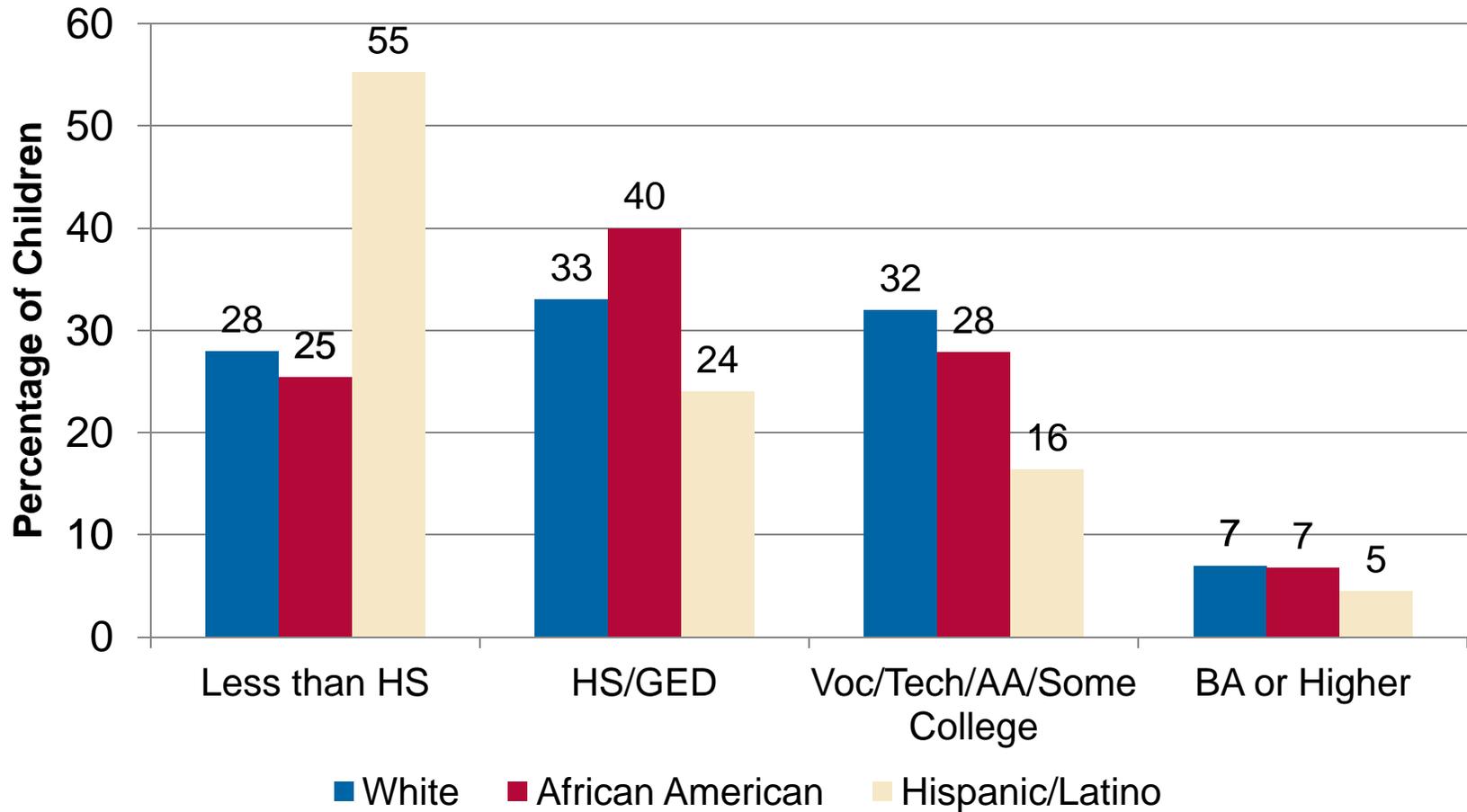
Source: FACES Fall 2006, Spring 2007, and Spring 2008 Parent Interview

Reading to Children at Least Three Times Weekly by Home Language



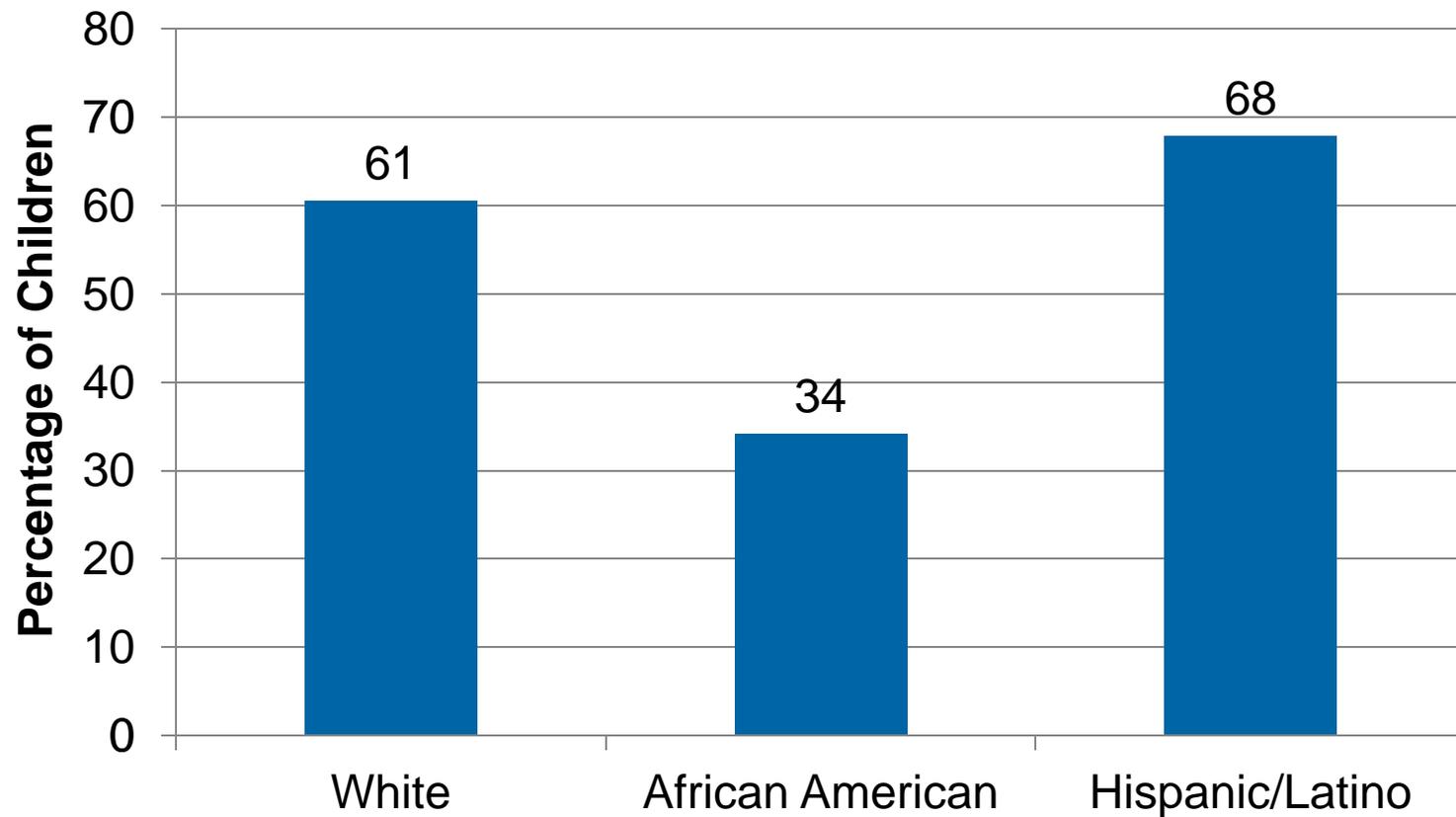
Source: FACES Fall 2006, Spring 2007, and Spring 2008 Parent Interview

Mother's Highest Level of Education by Race/Ethnicity



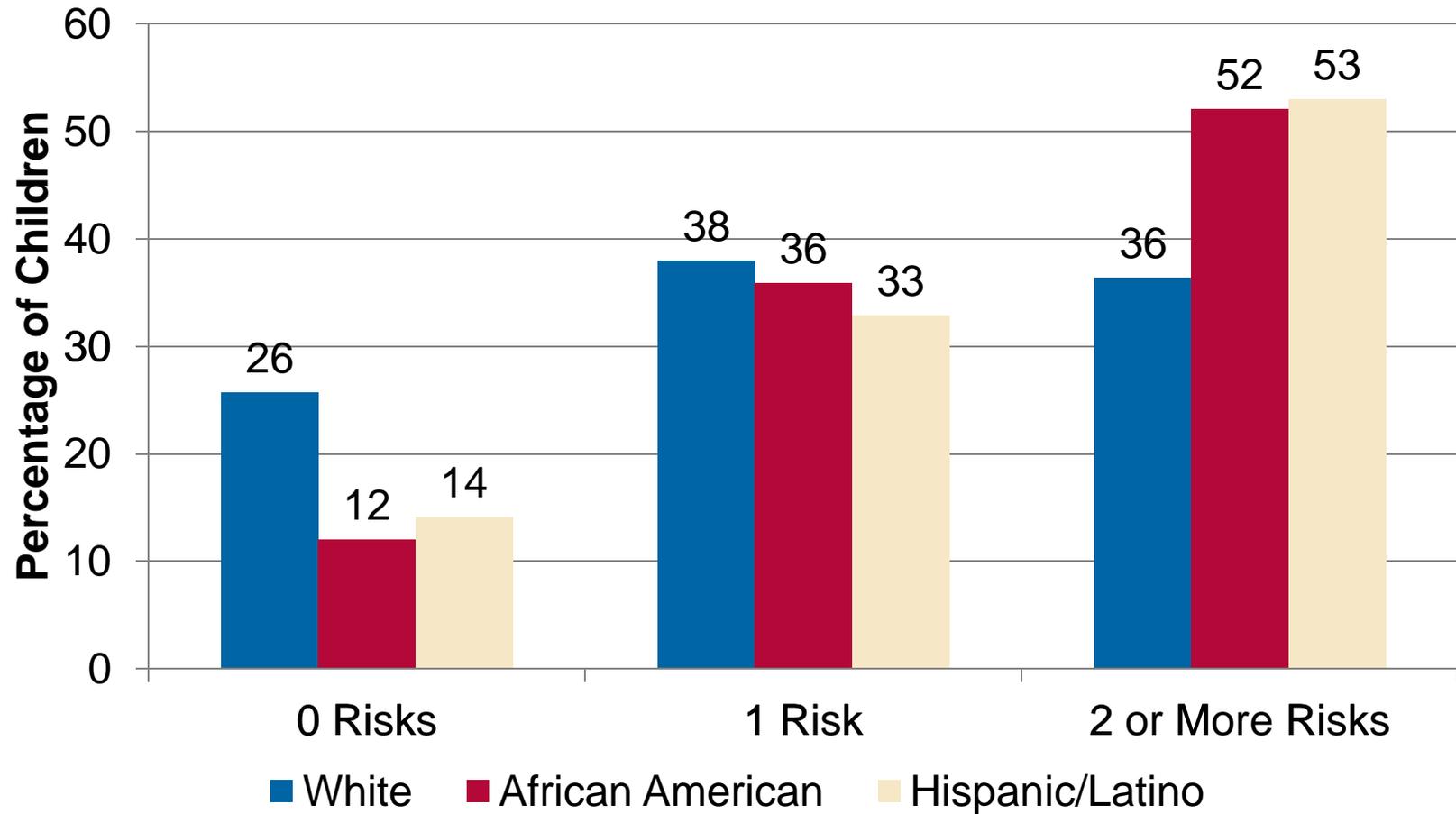
Source: FACES Fall 2006 Parent Interview

Head Start Children Living with Both Their Mother and Father by Race/Ethnicity



Source: FACES Fall 2006 Parent Interview

Number of Socioeconomic Risks by Race/Ethnicity



Source: FACES Fall 2006 Parent Interview

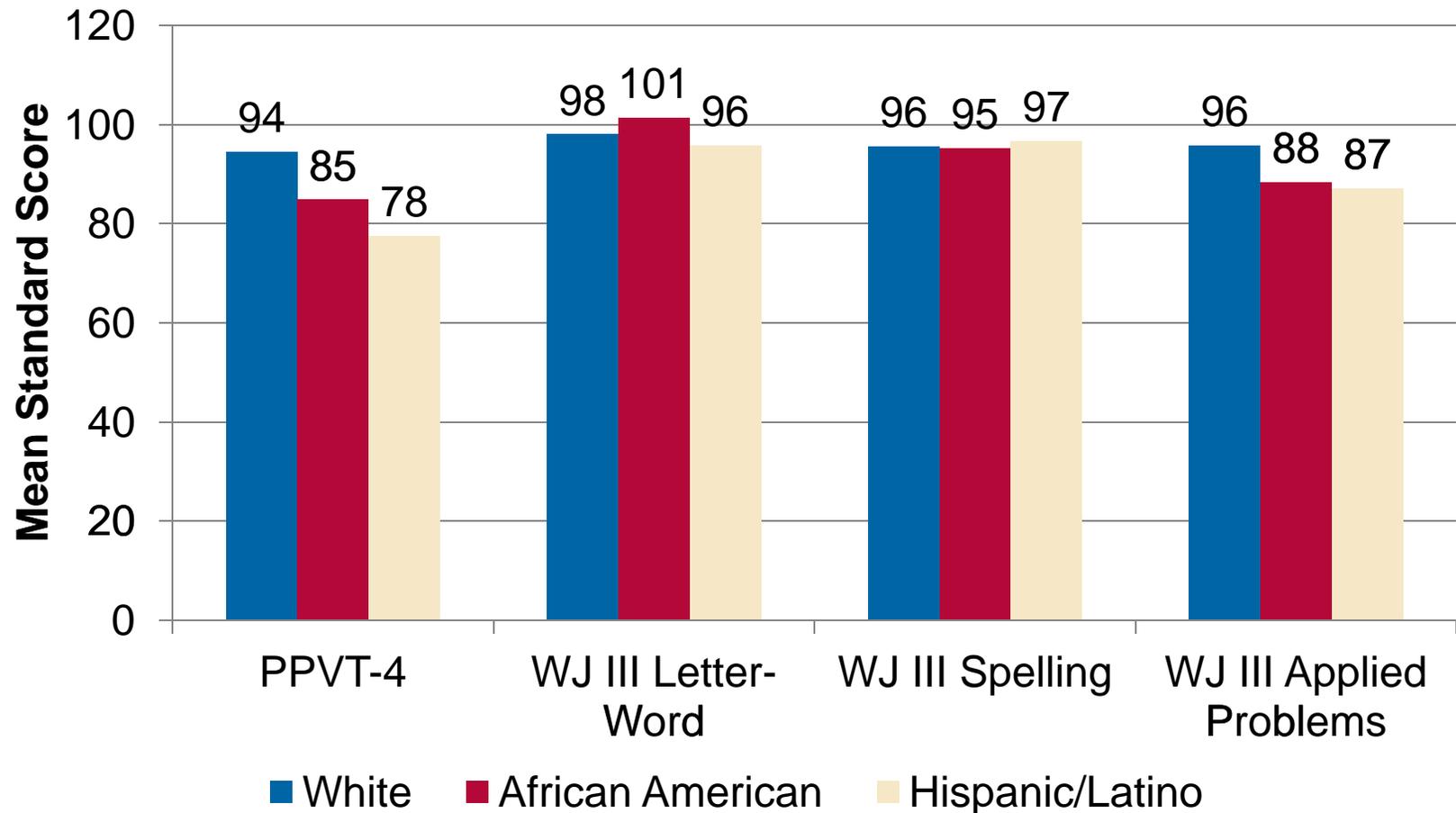
Children's Outcomes by Home Language and Race/Ethnicity

Language Routing Results in FACES 2006

FACES 2006 Wave	English Home Language	Spanish Home Language		Other Home Language	
	English	English	Spanish	English	Non-English
Fall 2006	2,343	359	425	35	20
Spring 2007	2,182	472	162	26	5
Spring 2008	1,531	510	29	16	1
Spring 2009 ^a	744	239	2	11	0

^a Only children from the 3-year-old cohort who were in kindergarten in spring 2009 were assessed in spring 2009.

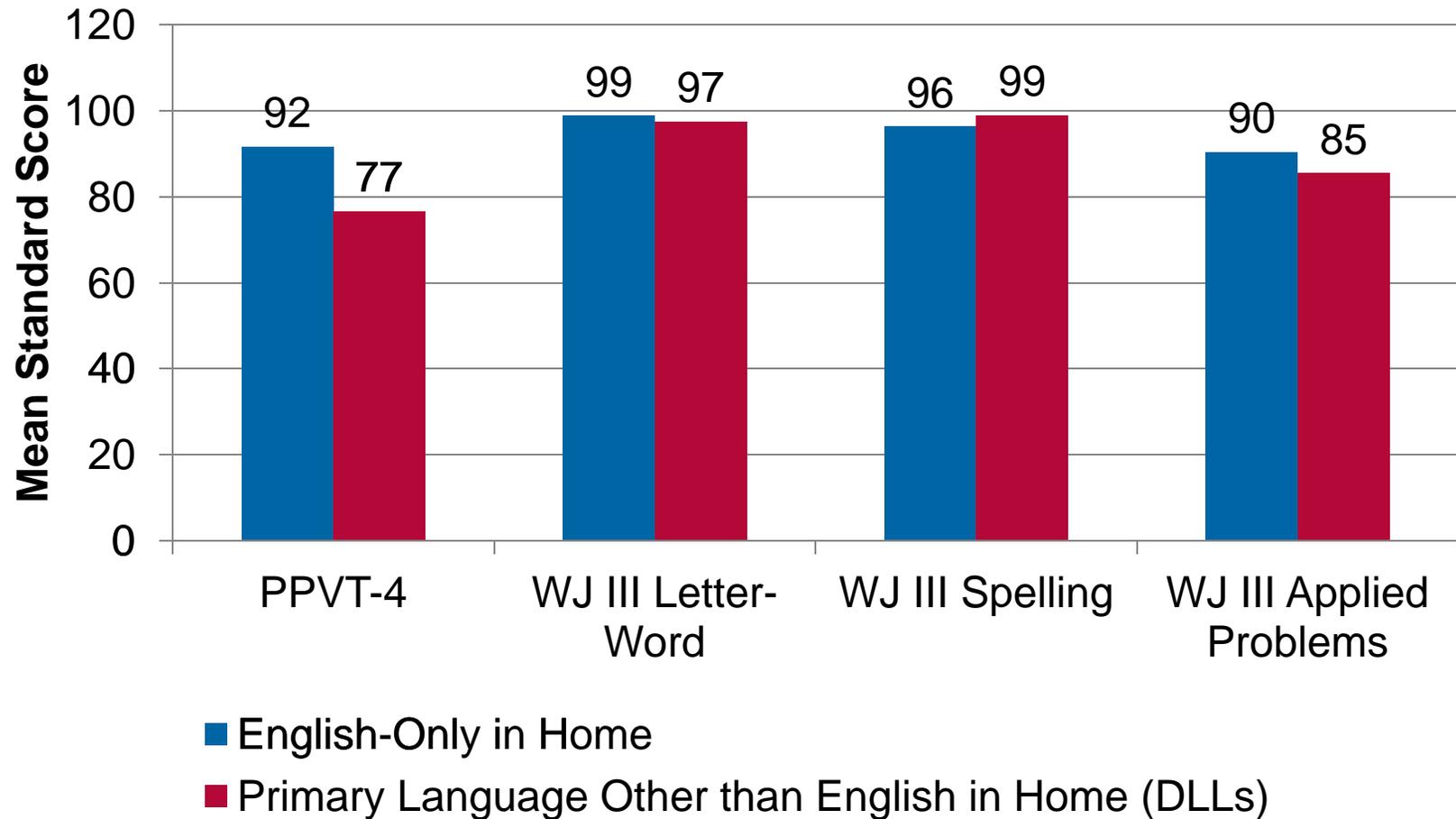
Cognitive Outcomes for Children by Race/Ethnicity



Note: Standard scores are presented.

Source: FACES Spring 2007 Direct Child Assessment

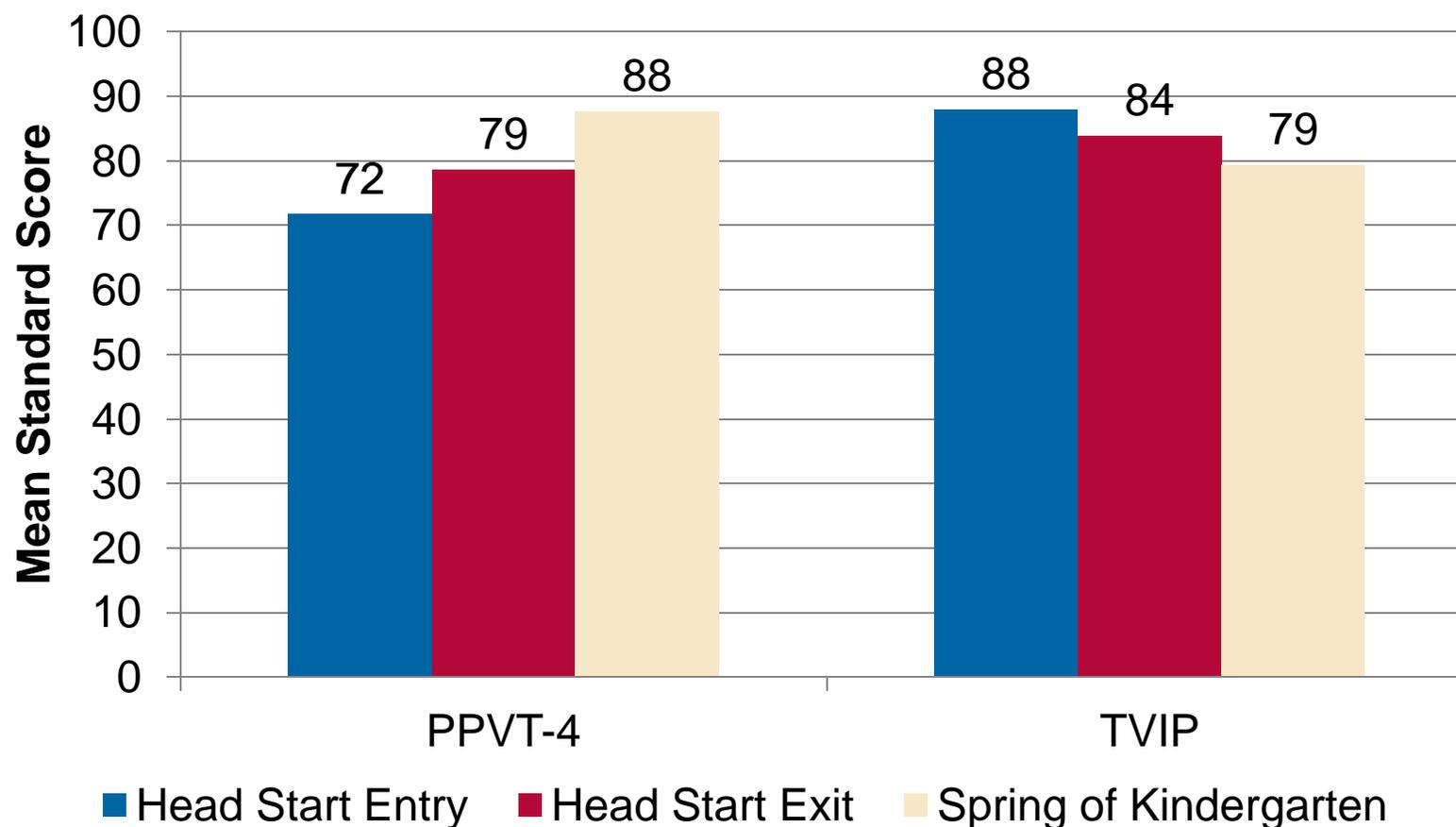
Cognitive Outcomes by Home Language: Head Start Exit



Note: Standard scores are presented.

Source: FACES Spring 2007 or Spring 2008 Direct Child Assessment

Spanish-Speaking Children's Receptive Vocabulary Progress



Note: PPVT-4 and TVIP standard scores are presented.

Source: FACES Fall 2006, Spring 2007, 2008, and 2009 Direct Assessment

Social-Emotional Outcomes by Race/Ethnicity

	White	African American	Hispanic/Latino
Teacher Child Report			
Social Skills (range = 0 to 24)	17.3	17.1	17.9
Problem Behaviors (range = 0 to 36)	7.3	6.7	5.4
Parent Report			
Social Skills (range = 0 to 16)	12.0	12.3	12.3
Problem Behaviors (range = 0 to 24)	5.4	4.9	5.9

Source: FACES Spring 2007 Teacher Child Report and Parent Interview

Summary

- **Head Start families are diverse and this diversity has increased over time.**
- **In response to the changing demographics of Head Start families, classroom language use and related services have also changed over time.**
- **The family characteristics and outcomes for children differ by race/ethnicity and home language.**

RECENT FACES REPORTS AND DATA

- **FACES 2006 Study Design**
- **Beginning Head Start: Children, Families and Programs in Fall 2006**
- **A Year in Head Start: Children, Families and Programs**
- **A Second Year in Head Start: Characteristics and Outcomes of Children Who Entered the Program at Age Three**
- **Head Start Children Go to Kindergarten**
- **FACES 2009 Study Design**
- ***A comprehensive set of data tables is available with each report**
 - <http://www.acf.hhs.gov/programs/opre/hs/faces/index.html>
- **FACES data are available through Research Connections:**
 - <http://www.childcarereseach.org/childcare/welcome>