

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

APPENDIX: TABLES

Administration for Children and Families
U.S. Department of Health and Human Services
Washington, D.C. 20447

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

	Total Number of Enrolled Children	Number of Enrolled Children Who Are DLLs	Percent of Enrolled Children Who Are DLLs
Overall	1,071,734	327,972	30.6
Head Start	940,138	271,153	28.8
Early Head Start	95,325	24,459	25.7
MSHS	36,271	32,360	89.2
AI/AN	23,579	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.

^aTotal enrollment = 1,071,734

^bDLL enrollment = 327,972

^cAsian 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

Primary Language Spoken to the Child at Home	Percent of Children	
	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

Language(s) Spoken to the Child at Home ^a	Percent of Children	
	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

Language Group	Total		Head Start		Early Head Start ^b		MSHS		AI/AN	
	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	30,730	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	1,546	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 languages	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)	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

Characteristic	Percent of Children	
	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)	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)	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
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

Children Living with	Percent of Children	
	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.

^aIncludes both biological and adoptive parents.

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

Children Living with	Percent of Children	
	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.

^aIncludes 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

Household Size and Membership	Percent of Children	
	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

Household Size and Membership	Percent of Children	
	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

Mother's Age, in Years	Percent of Children	
	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

Age, in Years	Percent of Children	
	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)	Dual Language Learners (n = 942)
Percentage of Children Living with their Mother ^a	90.9	97.8
Highest Level of Education Completed by those 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
Highest Level of Education Completed by those 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		
Less than high school diploma	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.

^aIncludes both biological and adoptive parents.

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

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)	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.

^aIncludes 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	
	Children From Monolingual English Homes (n = 1862)	Dual Language Learners (n = 942)
Employment Status of Biological or Adoptive		
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.

^aIncludes 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)	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.

^aIncludes 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

Income as a Percentage of Poverty	Percent of Children	
	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

Income as a Percent of Poverty	Percent of Children	
	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

Type of Public Assistance	Percent of Children	
	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

Type of Public Assistance	Percent of Children	
	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

Financial Security Areas of Difficulty	Percent of Children	
	Children 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

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

Food Security Difficulties	Percent of Children	
	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

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)
Children with Disabilities	13.84	7.50	9.34
Among Children with Disabilities			
Speech or Language Impairment	73.34	76.02	81.85
Cognitive Impairment ^a	22.31	20.60	25.71
Behavioral/Emotional Impairment ^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
Children with 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 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 visual

^d Physical Impairment includes motor impairment.

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

Child's Health Care	Percent of Children	
	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.

^aState 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

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)	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

Child Care Arrangements	Percent of Children	
	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

Child Care Arrangements	Percent of Children	
	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	
	Children From Monolingual English Homes (n = 1862)	Dual Language Learners (n = 942)
Depressive Symptoms among Parents		
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

Depressive Symptoms among Parents	Percent of Children	
	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	
	Children From Monolingual English Homes (n=542)	Dual Language Learners (n=171)
Parental Modernity and Child Spanking		
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

Program Approach	Percent of Children	
	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.

^aCombination 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

Characteristic	Percent of Children	
	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

Operation Hours and Schedule	Percent of Children	
	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

Scales	Mean	
	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			Possible Response Range
	Children From Monolingual English Homes (n = 1862)	Dual Language Learners (DLLs) (n = 942)	DLLs Who Did Not Pass English Screener (n = 435)	
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

Reading and Language Activity	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)
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

Math Activity	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)
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

Characteristic	Percentage of Children	
	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

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)
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

Characteristic	Percent of Children		
	Children From Monolingual English Homes (n = 1 862)	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)	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	
	Children From Monolingual English Homes (n = 189)	Dual Language Learners (n = 126)
Math Activity		
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
Facilitation 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 among 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 Who Did Not Pass English Screener (n = 435)
Children with Disabilities	13.8	7.5	9.3
Among 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
Children with 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

Type of Service	Percent of Children	
	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

	Percent of Children	
	Children From Monolingual English Homes (n=425)	Dual Language Learners (n=220)
Services for DLLs		
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)	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.

^aAmong 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)	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 family 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 - Total Scale			
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.

^aThe 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.

^bThe 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.

^cThis 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

Characteristic	Percent of Children		
	Monolingual 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

Teacher Background	Percent of Children	
	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
African-American	24.4	9.0
Hispanic/Latino	9.3	4.2
AI/AN	0.7	0.6
Asian or Pacific Islander	0.9	0.6
Multi-Racial/Bi-Racial	3.5	3.0
Other	0.7	0.5
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)	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

Teacher Background	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)
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)	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

	Percent of Children	
	Children From Monolingual English Homes (n = 198)	Dual Language Learners (n = 136)
Home Visitor^a Education and Credentials		
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.

^aIncludes coursework in early childhood education regardless of academic major.

Table IV.7. Early Head Start Program Manager/Supervisor Education and Credentials, Spring 2009

Program Manager/Supervisor Education and Credentials	Percent of Children	
	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

Center 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	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.

^aIncludes 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)	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 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.

^aIncludes 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 (n = 425)	DLLs (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.

^aThe "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

Scales	Children From Monolingual English Homes			Dual Language Learners (DLLs)			DLLs Who Did Not Pass English Screener		
	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., $.25 \times 100 = 25\%$ 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

Scales	Children From Monolingual English Homes			Dual Language Learners (DLLs)			DLLs Who Did Not Pass English Screener		
	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., $.25 \times 100 = 25\%$ 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

Scales	Children From								
	Monolingual English Homes			Dual Language Learners (DLLs)			DLLs Who Did Not Pass English Screener		
	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

Scales	Children From Monolingual English Homes			Dual Language Learners (DLLs)			DLLs Who Did Not Pass English Screener		
	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

Scales	Children From Monolingual English Homes			Dual Language Learners (DLLs)			DLLs Who Did Not Pass English Screener		
	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

Scales	Children From Monolingual English Homes			Dual Language Learners (DLLs)			DLLs Who Did Not Pass English Screener		
	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

Scales	Children From Monolingual English Homes			Dual Language Learners (DLLs)			DLLs Who Did Not Pass English Screener		
	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									
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

Scales	Children From Monolingual English Homes			Dual Language Learners (DLLs)			DLLs Who Did Not Pass English Screener		
	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									
PLBS – Attitude toward Learning ^a	1169	50.6	52.0	626	51.5	54.4	267	49.6	54.0
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

Scales	Children From Monolingual English Homes			Dual Language Learners (DLLs)			DLLs Who Did Not Pass English Screener		
	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

Scales	Children From Monolingual English Homes			Dual Language Learners (DLLs)			DLLs Who Did Not Pass English Screener		
	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

Scales	Children From Monolingual English Homes			Dual Language Learners (DLLs)			DLLs Who Did Not Pass English Screener		
	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

Scales	Children From Monolingual English Homes			Dual Language Learners (DLLs)			DLLs Who Did Not Pass English Screener		
	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

Scales	Children From Monolingual English Homes			Dual Language Learners (DLLs)			DLLs Who Did Not Pass English Screener		
	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

Scales	Percent of Children								
	Children From Monolingual English Homes			Dual Language Learners (DLLs)			DLLs Who Did Not Pass English Screener		
	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		
	Children From Monolingual English Homes (n = 1862)	Dual Language Learners (DLLs) (n = 942)	DLLs Who Did Not Pass English Screener (n = 435)
Parent's own reading habits			
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		
	Children From Monolingual English Homes (n = 1862)	Dual Language Learners (DLLs) (n = 942)	DLLs Who Did Not Pass English Screener (n = 435)
Parent's own reading habits			
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

Type of Activity	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)
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

Type of Activity	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)
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

	All Children		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.